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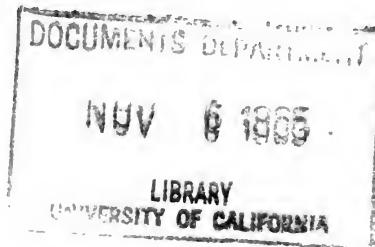
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# THE WAC OFFICER

## A Guide to Successful Leadership



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WAR DEPARTMENT : FEBRUARY 1945



WAR DEPARTMENT

WASHINGTON 25, D. C., 1 FEBRUARY 1945

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BY ORDER OF THE SECRETARY OF WAR:

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For explanation of symbols, see FM 21-6.



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## INTRODUCTION

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The major task confronting our leaders at the beginning of this war was to mould a large segment of the civilian population, conditioned to peacetime pursuits and attitudes, into an organization geared to war demands. The transition has called for considerable readjustment on the part of the men and women who have entered the service and has been to many a new experience in group living, in the acceptance of discipline and in the exercise of authority. Much has had to be learned in short order as to the ways of fellowship, fellowship, and leadership.

Books and pamphlets have been written for the male officer to help him better to understand and lead his men. Most of their principles apply equally to women. However, women in the services are in a unique situation and have additional problems. They are newcomers in a male setting; hence tend to feel on trial and under special pressure to make good. They constitute a minority group, and so are more conspicuous and vulnerable to hasty generalizations. They have volunteered their services, are apt to be more eager and more individualistic. Usually removed from the front line, they may feel distantly related to it; their problem is not the overcoming of fear in combat, but more often the endurance of routine and monotony.

Science has exploded the traditional idea of the "inherent weakness" of the female. Women in the armed services of all nations have given ample proof of their stamina, endurance, and adaptability. Individual women have distinguished themselves as outstanding leaders. However, women as a whole have had less experience than in group discipline and leadership. Theirs has been at once an overprivileged and an underprivileged status in our society. They have been given more attention and consideration, but the price of this has been less opportunity and recognition. In entering the Army, they ask no special privileges, expect to be treated and to perform as real soldiers.

The following discussion is devoted to an examination of the ways of leadership and to a study of women's particular problems as they relate to military service. While addressed primarily to unit commanders, it should be also useful to officers in staff and administrative jobs. The principles of interpersonal relations are the same whether commanding troops, supervising office personnel or promoting efficient working relations with associates or superiors.



## SECTION I

# LEADERSHIP AND MORALE

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### 1. OFFICERS AND LEADERS

You are an officer in the Army of the United States. That is a proud distinction. You inherit a great tradition. Regular Army officers have worked for years to achieve the rank bestowed on you in such short time due to the war emergency. Your rank gives you many privileges: authority, social prestige, as smart a uniform, as good living conditions, and the same pay as a male officer. These privileges are not just tributes to your natural superiority; nor do they in themselves make you superior. Superiority must be earned. In good GI parlance, RHIR as Well as RHIP—*Rank Has Its Responsibilities as Well as Its Privileges*.

It is human and natural to take advancement as one's just due; human to be impressed with the distinction of being so swiftly raised above one's fellows. It must be remembered that in wartime, promotion is largely a matter of circumstance; of being in the right spot at the right time; of the size of OC quota; of assignment to an organization where the T/O happens to have provision for higher grades. Many an enlisted woman has as good educational background and civilian experience as her officers. Many a second lieutenant is as well qualified for leadership as her senior officers. Those who are promoted are not necessarily more worthy than those who are not; they are often just more fortunate. This thought should be always with you in dealing with your subordinates as partners in the great venture in which you all serve, and cause you to regard your position with a deep sense of obligation.

It is human also to be ambitious. Ambition can be a constructive force. But nothing is more deadening than self-interest that concentrates on personal gain. The officer who keeps her eyes focused on those gold bars in the hope they will turn silver and multiply, who assumes that their glitter casts over her an aura of superiority, will soon find them tarnished. They glitter only as the respect of her personnel keeps them shined up. Enlisted women are quick to spot dress: "Gold bar crazy"—"The Great I-Am"—"Power hungry"—"Grandstand officer"—"Her bars weigh heavy"—"Her bars go to her head instead of heart"—"Uninterested in her job because there's no promotion in it"—such are actual comments made about rank-conscious officers. Out of the mouths of enlisted women often comes the cold truth.

This is not meant as preaching. Nor is it aimed particularly at WAC officers. It applies to all officers, men and women; but especially to those who have been commissioned more recently and quickly through the expansion of the Army, and so have had less opportunity to reflect upon the responsibility they have assumed with their office.

This responsibility embraces not only the Army but the whole civilian world. Wearing the uniform of an officer imposes more than individual responsibility. It means that in your person you represent the entire Corps, symbolize the entire Army. It means that by your bearing and your conduct, by the quality of your service, the Corps and the Army will be judged. And, in the last analysis, all womankind will be judged; for in this time of war, women are on trial, are being challenged to prove their worth and capabilities on an equal footing with men.

Within the Army, this responsibility extends in two directions: on the one hand, to your superiors; on the other, to your subordinates.

In relation to your superiors, it entails more than the taking and carrying out of orders. It means making a real effort to adjust to the ways and personalities of those above you or working with you; cheerful cooperation with plans and procedures with which you may disagree or which may be different from those to which you have been accustomed. It means acceptance of rank, loyalty to organization, irrespective of personal feelings. It means acceptance of assignment on the basis of Army needs rather than personal preference; understanding that "proper utilization" means "proper Army utilization," which cannot always take into account personal talents.

Responsibility entails, on the other hand, more than the giving of orders, the exaction of obedience. It means administrative efficiency, knowledge of Army regulations and practices. It means, above all, care for the welfare of those under you; concern for their correct assignment; human understanding of their needs and problems; respect for their individuality. It means putting the interests of your command above your own. You are not their master, but their servant, just as the Army is the servant of the people and does not exist for its own glorification. Your only reason for being, in fact, is the enlisted women of the Corps.

Your commissions make you officers, not leaders. They give you rank in name, but not in fact. They put you in positions where you can become leaders if you possess or develop the qualities that will inspire others to follow you. Your rank is conferred on you by your superiors, but it is your subordinates who pin on your shoulders the invisible insignia of leadership.

There is a great difference between ordering your women around because you are their commanding officer, and winning their cooperation because you are their leader. You can command obedience through the authority of your position, but you can get eager enthusiastic following only through skillful, sympathetic, but firm leadership. The evidence of a company that is well led is that its morale is high. The morale of your company is the test of your leadership.

## 2. THE LEADER'S RESPONSIBILITY FOR MORALE

Morale, in the last analysis, is up to the leader. Men will endure all manner of hardship under a good leader. Recall how his ragged, starving troops followed Stillwell through Burma, mile after mile, week after week, sustained by

the example of his high courage. History is full of instances where an army, though battered and exhausted, vanquished a numerically superior enemy with a superior spirit as its decisive weapon.

This spirit is morale. Morale is essential for combat soldiers. It enables them to overcome their fear in battle and fight to a victorious finish. And morale is essential for Wacs if they are to have the staying power to do *their* job with the utmost efficiency.

Many studies have been made by the Research Division, Morale Services, in an effort to define morale more closely. They distinguish four general ingredients: *zeal, discipline, self-confidence and satisfaction*. Troops with high morale tackle their tasks with a zest and determination that makes for performance "over and beyond the call of duty"; they accept discipline cheerfully, because they understand the necessity of subordinating themselves for the welfare of the group; they have a basic sense of personal worth and adequacy to do their job; and they derive a deep satisfaction from their part in the war.

The women of the Women's Army Corps are volunteers. They enter the Army with enthusiasm, with an ardent desire to serve, and with hope for full opportunity to give that service. They enlist for the most part out of high patriotic motives. Many have husbands, brothers, fathers in the services. Other personal motives may also play a part; with some, a desire for new experience, for adventure; with others, a change from a humdrum existence; with still others, perhaps a desire for community recognition and approval; and with a considerable group, a desire for special training which they hope to utilize in civilian life. These are all strong motives which you should recognize, and use as a basis for understanding and developing each individual to her utmost efficiency.

The transition from civilian to soldier calls for many readjustments which may threaten the feeling of security of a woman. A feeling of security is essential for mental well-being and maximum performance. We all have certain basic needs which must be satisfied: the need for belonging and counting in the group, for social recognition; for warm and deep interest of others in our welfare; for self-expression and personal achievement.

On entering the Army, a woman leaves behind many of the anchors of her security and satisfaction. At home, to her family, she was personally important. In her immediate circle, she was undoubtedly known as a distinct personality, with her own opinions, taste in dress, way of living. As a free agent, she could arrange her life around her preferences, desires, or moods of the moment. Her job may have given her creative satisfactions or rewards in terms of income and recognition.

In the Army, she becomes one of many. She must submerge her individuality. She must accept restrictions, accustom herself to group-living, follow an arbitrary regime, submit to an inflexible time-schedule. Her assignment may

be challenging and exciting; again, it may be routine and undramatic and it may not make full use of her talents and capacities.

You, as her commanding officer, are in a strategic position to offset these threats to her security, provide her with satisfactions which will counteract any flagging of her enthusiasm. By your personal interest in each woman, by your concern for her welfare, by your understanding of her needs and your appreciation of her efforts, you can do much to give her a sense of personal worth and adequacy. By intensifying her original feeling of dedication by convincing her of the importance of the role she is playing, by promoting her identification with others joined together for a common purpose, you can imbue her with a spirit which will be reflected in the morale of your unit as a whole.

To accomplish this, there are certain specific things you can do:

*Stimulate conviction in the cause.* To put out maximum group effort, people need to be convinced of the urgency and significance of the cause for which they are striving. We work and fight hardest for that in which we have a personal stake or which touches us most closely. Bring the realities of the war home to your women in every possible way. Remind them of their original reason for enlisting. For those whose men are fighting overseas, the war will have a very real, personal meaning. For others, you may have to translate it into concrete terms. Try to make each woman realize what it would mean to her, as a woman, to live in a Nazi-controlled world; what it would mean in the education of her children, in their chances for personal happiness; what the Nazi state could and would do with her men-folk; what restrictions would be placed on her opportunities as a woman.

Such indoctrination is best accomplished not by set speeches but by taking advantage of every natural occasion that offers itself. Some special news from the front, a stirring war film, the chance presence in your Company of some woman who has herself experienced life with the Nazis or been herself under Nazi bonds or persecution may provide an opportunity. Work closely with the Orientation Officer. Stress constantly; "This is our War."

*Point up the mission of the WAC.* Keep before your women the important role the Corps is playing in the war. Remind them that they are a cross-section of the finest women in America. Take every occasion to refer with pride to the record of the Corps' accomplishments as expressed in General Marshall's words, "Wacs have matched their patriotism with a skillful discharge of every duty required of them." Stress the fact that Wacs are *real soldiers*, an integral part of the Army. Encourage a proud bearing, a smart salute, immaculate appearance.

Continuous military indoctrination is essential particularly where women are working under conditions which more closely approximate the civilian than the military. Stress constantly: "We are *Wacs*—and are doing a job!"

*Build pride of unit.* Knit your unit into a smoothly working team. Make each woman feel that she has a personal share in developing its good name,

that the over-all success of the unit depends on the way she, personally, does her part. Identification with the unit and its achievements will help her to forget herself and personal problems, and give her an increased sense of importance and pride. Her active participation both in its work and play activities will bring about a feeling of comradeship, of "togetherness" in a common venture.

To accomplish this, refer whenever possible to your unit's outstanding reputation and record of achievement. Devise group projects for which your unit can work and to which the women can point with pride. Report any special commendation from a superior officer. Encourage friendly rivalry with other units in drill, competitive games, etc. See that your unit has its share of publicity in the newspapers, is featured on the bulletin board. An occasional personal touch is not amiss. One company commander of a unit with a fine record of sustained achievement under exceptionally difficult conditions sent flowers to her company on its anniversary: "To the best company in the Corps." This may seem trivial, but such small gestures bring results. Stress constantly: "Our unit . . ."

*Point up the importance of the individual job.* All WACS are anxious for services which will give them a feeling of active participation in the war. Most of them long for oversea assignments which only a few will get. However, the great proportion of jobs that need to be done whether in this country or overseas are of a routine nature, not very different perhaps from those they held as civilians. The feeling of Army life, engendered at the training center, often recedes. They go to work in the morning, come back at night, much as civilian workers do—in fact, they often work side by side with civilians, but under far greater restrictions. Sometimes they are caught in the same jobs over a long period of time with no prospect of change; sometimes the allotment of grades is frozen and there is little prospect of promotion.

It is your responsibility as unit commander to achieve for each woman the best assignment possible, compatible with Army needs. Job satisfaction is tremendously important to maintain high morale. Where it is not possible to assign her to the work she most desires, help her to accept this emotionally. Do everything to make her feel that she is doing a needed and important job. Relate it concretely and vividly to the battlefield. Translate the typewriter into what is going on in Paris, in Saipan. Show each woman how what she is doing fits into the total picture; how she is actually helping some soldier to get his clothing, ammunition, medical supplies, pay allotments, even his citizenship.

See that your women are kept busy. Idleness and aimless activity are demoralizing. When people get into action they forget themselves. During the blitz in England, despite the death and destruction, there actually was a marked decrease in nervous breakdowns—because they were so preoccupied with the work of salvage and of ministering to others.

*Watch the general health of your group.* Good health is essential to morale. See that your women do not overwork, that their hours are not too long, nor their work too strenuous. See that they get enough sleep, that they are not

worn out by their off-duty social life. Fatigue drains mental vigor; no one can work with zest when overtired. See that their diet is appetizing and adequate. Food is an important morale factor.

Provide your company with sufficient opportunity for wholesome recreation. There should be a balance between work, rest and play. Recreation should always be voluntary; it means literally re-creation—the refreshment and relaxation of the spirit. Remember that this is accomplished by unscheduled leisure time as well as by planned activities. Most women are unused to living on a rigid schedule; free time to themselves is essential for their mental health and well-being.

*Build confidence in your leadership.* Strive by the quality of your leadership to establish such a close bond between yourself and your troops that every woman will unconsciously adopt your example. The strongest and most direct motivation you can provide for your women is identification with yourself. No ideas and ideals, however personalized, can match the appeal of "doing it for the leader's sake." But for this there must be mutual confidence and self respect.

In an effort to obtain a realistic picture of what Wacs look for in a leader, questionnaires were submitted to a large cross-section of enlisted women with the following instructions:

You have known various officers since you came into the WAC. Visualize the one under whom you would most like to serve. What particular qualities has she that determine your choice? What does she do that makes you want to follow her as a leader?

You may also have had an officer under whom you did not like to serve. Visualize this officer. What qualities did she have which made you feel as you do? What qualities has she that made you dislike her? What particular things did she do that you resented?

From the answers, given anonymously, emerged composite pictures of the ideal WAC leader, and the officer whose leadership is rejected.

*The ideal officer:*

Makes her company's welfare her first concern  
Is understanding of her women's needs  
Respects her women as individuals  
Knows her job  
Sets a sincere example  
Is scrupulously fair and just  
Is firm but reasonable

*The poor officer:*

Plays favorites  
Tries to bluff

Is more interested in her social life or personal advancement than in her command  
Talks down to her troops  
Does not live up to standards she expects of them  
Takes privileges they do not have  
Is inconsistent, vacillating  
Is unfair  
Lacks a sense of proportion

It is significant that enlisted men in units with high morale value much the same traits in their officers that Wacs look for in their leaders. Obviously, there is a close tie-up between certain leadership qualities and practices and the morale of the unit.

*Watch for signs of low morale.* In order to maintain high morale, it is important that you are quick to detect signs of flagging, either in the individual or the group. Talk to your troops enough to know how they feel. Recognize that if an individual is discontented or feels frustrated, she may consciously or unconsciously express it in her behavior. She may try to escape, either by actually running away, by drinking, or through physical or mental illness; or she may try to fight the situation aggressively by flaunting authority, or by protesting with her body, developing aches and pains; or she may just give in listlessly, perform indifferently on her job, become careless of her appearance. Thus, some of the earmarks of low morale are:

A high rate of sick call.  
A large number of so-called "nervous" break-downs.  
A large number of AWOL's.  
Alcoholism.  
Infractions of discipline.  
Carelessness in dress, saluting, coming to attention.  
Constant griping (beyond normal).  
Quarreling: personal and group feuds.  
Lack of group spirit and participation in group activities.  
General disspiritedness.  
Goldbricking.  
A high rate of CDD's and disciplinary cases.

The main responsibility for maintaining high morale rests on you, the leader of the group. It is human to be tempted to shift the blame for low morale on the external factors outside your control. We have all heard: "What can you expect at a Post where there is practically no transportation to town—where grades and ratings are frozen . . . . where no one ever comes from headquarters to see how you are getting along . . . . where there hasn't been one oversea assignment . . . . where the weather is so hot, or so cold, or even—where it is so windy!"

True, all of these factors do affect morale and can affect it disastrously.

But it has been conclusively demonstrated that morale can flourish despite obstacles. This is illustrated in the following actual experience of Detachment "A."

### 3. DETACHMENT "A"

Morale was low in Detachment "A." On casual visit, there was nothing one could put a finger on; rather, it was something one felt. The enlisted women did their work, but too soberly. They were a silent, subdued lot. As they drove to their jobs in buses each morning, there was no talk, no horse play, not even any griping. On close inspection it was found that quite a number were reporting for sick-call. There was little group spirit. The company was divided into cliques; it was hard to work up interest in group activities. Bickering and feuds flared up in the barracks. There was dissatisfaction with assignments. A succession of unfortunate incidents in town resulted in blanket restrictions which were resented as childish and unfair.

Captain X who originally brought the detachment to the post, had never been a commanding officer before and had little understanding of her responsibilities. After the unit reported and the enlisted women were assigned, she felt that her obligation to them ceased. She did not see that her duties extended beyond 5:00 p.m. She never stood reveille with her command, never went to mess with them, rarely stopped to chat with any of them. She knew few of the women by name. The enlisted personnel sensed that she had her eye more on Headquarters than on the welfare of her company.

Her women thought her insincere. She would ask the male officers to watch the detachment drill, explaining that she wanted their comments for improvement. But her women felt that what she really wanted was to show them off; that she was just putting on a show for her own benefit. She spoke a lot about "military standards"; would pounce on trifles, make a big to-do about shoes out of line. But her women did not think much of her own standards. When she visited them on the job and asked them about their work, they felt her interest was purely perfunctory.

She showed her authority in arbitrary orders, often without apparent reason. She vacillated, especially in little things which added up to big irritations. She would schedule an inspection, then call it off at the last minute. She would announce the uniform with garrison caps one day; the next day change it to stiff hats.

But what most incensed the women was the little clique of apple-polishers Captain X gathered around her. It became known that to get special privileges you had to "belong." It was generally suspected that those in the inner circle relayed information about the rest of the company. You were either "in" or "out" in Detachment "A."

Captain X cut an attractive, smart figure on the parade ground. She drilled snappily. She did her own apple-polishing where it was most effective. She

had a good line and knew when to use it. She had all the assurances of self-interest and ignorance. But her enlisted women had her number.

The situation finally became so flagrant that Captain X was relieved from assignment. Captain Y took over the command. She was young and eager and full of good intentions. She had the interest of her command actively at heart. She stopped in to see the women constantly, talked to them, was available to them at all times. She redecorated the Day Room; encouraged the women to give parties there. She devoted patience and time to individual problems; went to bat on misassignments. She was very much liked; her women felt that she was practically one of them. The trouble was, she was too much one of them.

Captain Y's heart was in the right place, but she lacked experience in administration. She did not know how to delegate duties or define individual responsibilities. When things had to get done suddenly, she would be stampeded into action. She was "easy" in her discipline. She rarely had a plan worked out ahead. This proved her undoing. At the end of 3 months, rivalry and disunity developed among the officers of the detachment, which in turn was transmitted to the administrative noncom's.

To reorganize the unit, it became necessary to bring in a more mature commanding officer. Captain Y was transferred to a subordinate position in another detachment with a highly qualified unit commander under whom she could learn the technique of leadership by observation and experience.

With the coming of the new CO, Captain Z, the unity and efficiency of the unit were improved almost immediately. Her vitality and force inspired her junior officers to work with her. Her NCO's responded equally to her decisiveness and her ability to delegate administrative details and operations. She knew what she wanted and did not keep changing things around. To each of her subordinates she assigned in turn her specific duties, outlined what was expected; gave her free rein to accomplish it. As a result, she actually did very little detail work herself. Every one recognized her administrative ability and respected her for it.

Her genuine interest and fairness won her the cooperation of her personnel. She might turn them down on something she thought unwise, but they knew she was completely for them. She carefully evaluated their performance on the job, kept after cases she felt she could and should be better placed. Where reassignment was not possible, she helped them see the Army viewpoint. She kept before them the idea that they were soldiers, that they had enlisted to *serve*. She imbued them with such feeling of urgency of the Army's need of them, and pride in the Corps' mission, that she made the most routine job seem important.

Captain Z was firm in her discipline, but when she reprimanded she had a human touch. She branded the behavior, not the person. She appealed to pride; encouraged improvement. She was generous in her praise; always

on the lookout for individual achievement. She was jealous of her unit's record and quick to pass on to them any word of commendation.

Captain Z set high standards for herself and her command. She insisted on their doing everything in a military way. She set a fine example herself in both appearance and conduct. Her company liked it. They might gripe about having to parade on a hot day, but actually they wanted to; they would not have been left out of any of the post activities for anything. Inspections on Saturdays were strict. Though the women presented an informal appearance in their varied array of work uniforms, shoes were shined, every hair in place, barracks and equipment in GI order. You could see they were on their toes and proud of it.

By turning over to others most of the company duties, Captain Z had time to give thought to the over-all picture. She studied the Army set-up of the installation; familiarized herself with the job it was doing. She fostered good WAC feeling with the male officers of the post; oriented them in the use of WAC personnel; laid the ground for sympathetic consideration of special WAC problems. She built up WAC solidarity and pride.

Wacs served in the Army Ground Forces, Service Forces, and Air Forces at this installation. The various units were stationed miles apart and rarely saw each other. There had been little WAC spirit. Captain Z set about promoting a closer relationship between her unit and the others. Mutual programs were put into effect which integrated all WAC activities and encouraged friendly rivalry among the groups.

Detachment "A" is on an isolated post; transportation to the nearest town is inadequate; laundry facilities are sometimes nil; the climate is unfavorable; the enlisted women are engaged in widely scattered activities, often have to work on split shifts at odd hours. But these things do not affect the enthusiasm of Detachment "A." Every Wac there feels that she is doing a vital job, in a cause that is vital. Every Wac there "walks with pride." Every Wac is convinced that hers is the finest unit on the post, and is so closely integrated with it that she is certain it would fold up without her. Efficiency is a top form. Furloughs are scheduled around work to be done. Some are never taken. No Wac would leave without having it understood that she will return at a moment's notice.

Morale is high in Detachment "A."

## SECTION II

# FORMULA FOR LEADERSHIP

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### 1. SET AN EXAMPLE

An officer is a trainer and a great part of her training is accomplished by example. Teaching by inspiration is far more effective than any preaching; it is more personal, more emotional in its appeal. We all have considerable of the hero-worshipper in us. The enlisted women want to look up to you, to feel that you, in your person, represent the highest standards. They want to be able to point to you with pride: "*Our CO does this and that.*"

People gain emotional security by modeling themselves on a leader in whom they have confidence. Wacs will look to your example as a guide. People are naturally imitative; attitudes, mannerisms, gestures, even voice tones, are contagious, and the poor as well as the good will be copied, consciously or unconsciously. Hence you have the responsibility to provide a worthy example. You must be the embodiment of the standards and ideals you want the members of your company to display. You must be constantly alert to express in your bearing and appearance, in your attitudes and actions, the qualities you wish to have reflected in your unit.

*Be sincere.* To carry conviction and force, your example must be genuine and sincere. Enlisted women are quick to recognize genuineness as is shown in the following comments from the questionnaires filled out by enlisted women:

"She has so much; but her greatest quality is being absolutely natural."  
"You can rely on everything she says and does."  
"She means what she says and does what she says she will do."  
"She is proud of being a Wac; you can see that she feels it."  
"When she appears before her company, she makes every one feel she would like to be like her."

Insincerity is as quickly detected and condemned:

"Good sport pose that lacks genuineness."  
"Her affected accent spoiled everything she said."  
"She has no *real* interest in the WAC."  
"So effusive, you felt she couldn't be sincere."  
"Too cute—always trying to act kiddish."  
"Tries to act like an old-time Army sergeant."  
"When you turned away her smile would freeze."

Voice, gesture, facial expression or appearance can speak louder than words. Your real feeling is conveyed to your listener by the intonations of your voice. There is the voice of resigned patience, the cool tone of conscious superiority, the gushing tone of flattery, the quavering tone of indecision, the infectious

tone of enthusiasm—all are far more revealing to the listener than the words being said.

Your manner is a telltale evidence of your fundamental attitude. If rewards are given in a patronizing manner they will be resented. If orders are given in a flippant tone, they will not be taken seriously.

Appearance is the most obvious index of attitude. The soldierliness of your bearing, the immaculateness of your uniform, the smartness of your salute, all speak for your pride of service more convincingly than any words.

Courtesy is closely related to sincerity. It is the evidence of genuine respect and consideration for people. It is a quality directly imitated by subordinates, and translates the leader into a human being. Military courtesy is one of the outward signs of discipline. It is developed in troops far more by example than by lecture.

*Be loyal.* To promote loyalty in your troops, exemplify it in all your relations: to your superiors, to your fellow officers, to your subordinates, to yourself.

Be loyal to the command and its policies even when you cannot see the reason for some of its decisions or do not agree with them. Be loyal to the Army pattern and organization even though you may question the wisdom or competency of some particular superior officer. Your allegiance is to the position and not the individual who happens to fill it. Do not allow the Officers' Club to become a center for gossip and criticism of authority.

Your loyalty should not become so strongly attached to any particular individual that if he is removed from his office your loyalty goes with him. Misdirected loyalty was displayed by a group of WAC Officers who signed a petition of protest when their commanding officer was transferred; and by a first sergeant who wanted to hand in her stripes when her CO was relieved of her command.

Be careful not to use your relationship with your subordinates to build a selfish personal following. Your aim should be always to promote loyalty first to the Army, rather than yourself.

Be loyal to your fellow officers. Women have not, as a rule, had much organizational experience in civilian life, and sometimes lack a concept of what loyalty to organization means. They tend to be personal and subjective in their attitudes, to feel free to criticize each other as if they were merely separate individuals. This attitude may lead to expressions of jealousy and backbiting which can disturb the unity of command and seriously affect the morale of troops.

Be loyal to your subordinates. Be interested in their welfare, "go to bat" for them, take pride in them, question any criticism of them. Identify yourself with their interest. Your loyalty to your personnel will be returned a hundred-fold by their loyalty to you and through you to the entire military organization.

Be loyal to yourself. Maintain your integrity, do not compromise with your ideals and standards. "To your own self be true" is a positive formula for

good mental health. The price of violating one's "inner voice" is emotional conflict and tension which will be reflected in your behavior and may affect your leadership.

Maintain your individuality so far as possible within the Army framework. Strive to keep up your interests in the outer world; read, play, cultivate social contacts. The officer who thinks-talks-breathes on WAC affairs, out of a natural but mistaken enthusiasm and conscientiousness, narrows her mental and emotional horizon to the detriment of her own enrichment of living and her effectiveness as a leader.

*Do as you expect others to do.* Do not ask your women to do what you yourself are not willing to do. Observe the rules and regulations as you expect it of them. Enlisted women will naturally resent it as unfair if you are not as strict with yourself as you are with them. To lead your unit successfully you must remember that you are *part* of the team, not something separate and specially privileged.

Adhere particularly to Army Regulations in the matter of clothing. Green ties and pink shirts, for example, are not regulation for either officers or enlisted personnel, nor are high-heeled shoes for duty wear, or turned stockings. Hair well above the collar is clearly established. Army Regulations are in force for the duration of your service—not for the duration of an inspection.

Even when you are within the regulations, do not give yourself latitudes your women do not enjoy. For example: if you command a working company in the field, and they must wear cotton stockings, do so also. If you are parading with your company, do not appear in your white dress uniform when your troops are in khaki; if the Day Room and your company has not yet been equipped at a post and they have no place meanwhile to gather, do not spend your own evenings exclusively at the Officers' Club. Let your women see you around; be available to them; show your concern for them by trying to make them comfortable. If you make a rule for the company, abide by it yourself. One company commander who had decreed that there would be no passes during WAC Week, on account of the extra activities, stirred up bitter feeling by taking the week end off herself.

The following illustrations are indicative of the enlisted women's attitude:

"Lieutenant M never asked the troops to do anything she wasn't willing to do right along with them. We had a garden detail that had to be done each night after mess, and even though there was a different group of enlisted women out each night, Lieutenant M was out *every* night giving moral as well as physical aid. She spent about 14 hours a day in the company area and worked twice as hard as anyone in the detachment. As a result, there wasn't a woman in the company who didn't willingly and cheerfully do anything Lieutenant M asked."

"We had neglected the grounds during the heat. Captain S mentioned their condition but did not insist on our going out. One evening she

came out and started to push the lawn-mower herself. At this silent rebuke, every girl gladly gave 3 hours a week for policing, and there wasn't a seed left."

"When the time came for us to go into the gas chamber, as part of our course in 'Defense Against Chemical Attack,' we all felt rather nervous. We assembled at the gas chamber and had received our final instructions. When the order was given to form in groups and start going in, not a word was said but all eyes turned toward the company commander. Gas was a new thing to us then and we looked to our CO to lead the way. Sure enough, there she was ready to go in ahead of us. All signs of nervousness on the girls' part vanished. She had done such a good job in instilling confidence in her ability to lead us that no one hesitated to follow. We were fully cognizant of the fact that she would not expect us to go through anything she herself would hesitate to do."

*The force of example.* By your example you can take a group of women of varying backgrounds, ages and personal tastes, and weld them into a unified working team. By the catalytic action of your leadership you can transform your group into something larger than the mere mechanical sum of its parts.

The closer the bond between officer and personnel, the more actively will they seek—consciously or unconsciously—to pattern themselves after her. The strength of this bond depends not only on what the officer is but on what she does; both on her traits and attitudes and on the practical measures she takes. The art of leadership, happily, is not a rare gift with which only a few are endowed; it can be learned. For this, insight, understanding, and practice are needed. The following sections will be devoted to an analysis of the technical and human aspects of successful leadership practices.

## 2. KNOW YOUR JOB

*A primary requisite for leadership is competence.* To inspire the confidence of your command, you must first of all know your job. Building a sense of confidence in your ability is the quickest way to gain the respect of your personnel. Even older women, of superior education and far more experience in living, unquestioningly follow the leadership of a young officer if she is efficient and sure of herself.

Technical competence calls for ability in many directions. A WAC unit commander must know the administrative details of her job and how to make them function: Army Regulations and their special application to the WAC; her post regulations, and how they affect her personnel; her company regulations; her channels; new directives, and their significance for her women.

She must know how to conserve the energies and promote the health and morale of her command; how to keep her command in good state of military training; how to deal with personal problems; how to assist in job adjustment; how to handle and dispose of disciplinary cases.

She must be able to gain the confidence of her male officer superiors and

associates, have an understanding of their problems, orient them on WAC problems, cooperate with them for the maximum utilization of her unit on the post.

This presents a considerable challenge to officers so recently civilians, and especially to women officers, many of whom, have not had much administrative experience. There are bound to be gaps in your knowledge and experience. No one is omniscient. If you make a mistake, acknowledge it without embarrassment and learn from it. If your women ask you some question you cannot answer, admit it frankly and set about getting the information immediately. It does not pay to try to bluff; your women cannot be fooled. They will respect you if you are honest with them.

Learning the job of an Army officer is never finished, but by constant study, observation of others more experienced and competent, and realistic self-appraisal, many WAC officers have succeeded.

*Be decisive.* Sure grasp of your duties will not only inspire confidence in you, but—equally important—give you that confidence in yourself, which is essential if you are to act with decisiveness. Decisiveness rests largely on knowledge. Uncertainty of attitude is usually the result of insufficient understanding of duties or of confusion regarding the administrative process.

Decisiveness in a leader is essential for high morale. For your women to feel secure they must sense assurance behind your decisions, as expressed in the clarity of your orders, the systematic forethought of your planning, and the consistency of your attitude.

In giving orders, use short, simple sentences. Lengthy involved directions are bewildering. To instill confidence, lower your voice, and speak slowly. A high, wavering voice or staccato delivery reveal inner unsureness.

As far as possible, arrange work, training and recreational programs well in advance. This is not always easy because of the irregular working hours of the majority of WAC personnel in field units. It takes careful planning to coordinate company duties with regular work assignments, making due allowance for free time. Try not to change a schedule once set. Your women gain a feeling of security when they know what to expect.

Avoid springing things on your command. People get agitated by "rushes." If you are faced with an unexpected situation, explain it to your women and they will gladly cooperate. Do not hurry them, only to have them wait. It makes for resentment and shakes their confidence in your judgment and ability to organize.

Above all, be consistent. When you make a decision on a certain matter, carry it through in all similar situations unless circumstances prove your decision to be unsound. In that case do not hesitate to alter your decision and explain, if possible, the change made. For their mental well-being, your women must know "where they are at."

In questionnaires submitted to enlisted women, there are repeated references

to the competence of an admired officer and of the confidence instilled by her decisiveness:

"Our CO knows Army ways and precisely what she is talking about . . ."  
"You can feel secure in everything she says . . ."  
"She is right often enough so you don't lose faith . . ."  
"If she doesn't know something, she finds out—*right away* . . ."  
"Our CO always comes right to the point. When she finishes, we know just what she expects of us and what we can expect of her."  
"We all know what we are supposed to do, where and when we are to do it, and why. It gives you a good feeling to go ahead."

It is said that man can accept any certainty; it is uncertainty that he cannot stand. Indecisiveness and vacillation are demoralizing. The company commander who takes one stand today and another tomorrow, who reverses her orders, who is constantly conferring with others as to the best thing to do, who keeps her troops waiting around while she tries to figure out the next step, or who interrupts work begun—such an officer confuses and irritates her women, undermines their morale and efficiency.

Comments of enlisted women are frank on this score:

"We wish our CO would just make up her mind. Now it's this; now it's that; changing rules every few minutes. It's too wearing. It would be better if officers took a little time and checked back far enough with higher-ups on new regulations, to find out what it really is they want us to do."

"Our officers don't always agree among themselves what they should do. They keep us standing around or drilling while they try to decide. It gives you the jitters not being sure what they expect."

Unsureness results not only in fumbling and vacillating, but often in apparently opposite behavior. People who are insecure are apt to put on a false front of aggressiveness. There is the officer, for instance, who takes out her feeling of inadequacy by being overstrict; the officer who treats her subordinates as inferiors; the officer who builds herself up at the expense of others by sarcasm. There is the officer, too, who is endlessly quoting Army Regulations, hiding behind rules and charts; the officer who is always blaming others; the officer who keeps her women guessing because it gives her a sense of importance. Behind all such disguises is a lack of security. Of the various factors that may contribute to it, lack of knowledge is one of the commonest.

How such show of false command can affect a company, is illustrated in the following comment of an enlisted woman:

"Our commanding officer is leaving tomorrow. The present executive officer will be the new CO. She has been taking over during the last week and you can see that she is very unsure of herself. She takes it out by being VERY GI and has everyone in a state of tension. She has a way of saying something like 'I hope this plan will work out—it has

GOT to work out.' That just makes you grit your teeth. If she continues on her merry way, we'll all be at swords' points and feeling as if we were in a house of detention. Things have gotten to such a mad rush that everyone has indigestion—reveille at 6; rush through breakfast; fatigue duties; rush to work; work all day; stand retreat in the evening—and so on and so on."

*Assumption of responsibility is a mark of leadership.* It involves the ability to organize, supervise and to integrate all the activities of your unit. It means standing back of the orders you have given your women unhesitatingly shouldering the blame if anything goes wrong.

It involves willingness to take a stand even at the cost of popularity; for instance, to institute action under section III against a woman who is a liability to the Corps—not closing your eyes to the situation or conveniently transferring her; to be firm where disciplinary measures are called for, even though you know your decision runs counter to public sympathy; to speak up when your opinion is asked, even though you realize it may differ from that of your superiors.

It involves, further, giving credit where credit is due, not usurping recognition that properly belongs to others; and, equally important, giving opportunity for initiative to every member of your command, not usurping the rightful privilege of every woman to assume her full share of responsibility.

The criticism most frequently directed against WAC officers by their fellow Wacs is that they try to do too much of the work themselves, or, if they do give authority to their subordinates, that they tend to supervise them too minutely. The same may be said of many male officers, but it is perhaps more true of women who have had, on the whole, less opportunity for executive experience, and who, out of a feeling of conscientiousness, sometimes think they must check up on everything to see that it is done exactly right.

*To delegate authority is not to side-step responsibility.* It is, in fact, to assume greater responsibility. By assigning duties and authority to others you assume responsibility for their actions. At the same time you build up your unit as a team on which all will have a sense of active participation.

Initiative, should not be confined to the leader. It is the rightful and expected prerogative of every member of the team down to the last enlisted woman. The essential principle of team play is joint effort for a common goal. In your unit, every enlisted woman should feel she plays an important and needed role, and that all others depend on her to do her part. This can be accomplished only if she is given a real part to play.

Failure to give subordinates opportunity to practice taking responsibility cheats them, of experience they must have if they are to advance. This is plainly seen in the following illustration:

Captain M was a conscientious officer who at first impressed her superiors with her zeal. She was intelligent, hard working, knew the job of everyone under her. The trouble was, she often *did* it, too. She would sign all the supply requisitions; deal with most of the personnel problems; issue routine passes as well as handle the special ones. She made all the decisions; rarely consulted her cadre. If she delegated duties, she checked closely on their execution. On the surface her company ran smoothly because she did not spare herself, but when she was relieved and given another command, her organization went to pieces.

Her cadre was so untrained in administrative duties that it affected their efficiency record. Her first sergeant, assigned to a field installation, proved inadequate and was returned to the training center where she had to be reduced in grade; she did not even know how to write out a morning report. Her junior officers, who had been under her long enough to have learned to assume command, were so inexperienced that they had to go through another period of training under a competent company commander who could teach them their duties.

Captain M was hardworking and able, but she was "efficient" only in a very limited way.

Responsibility should be passed all the way down the line. Do not hover over your executive officer; give her a chance to act independently and to understudy you, so that she is able to take your place when you are away. See that she, in turn, delegates the details of her job, and so on down. You must be aware that everything is in order, but unless something goes wrong, do not interfere. Consider the statements of three efficient company officers.

"I honestly don't know what happens in the supply room except that I make a routine check of the records and watch that the girls look well dressed."

"I always tell my first sergeant and my company clerk I'll sign *anything* you put on my desk but it had better be right. Of course, that isn't true. I do read the things I sign but I try to make them feel it is their responsibility to see that everything is correct before it gets to my desk.

"I am sure that I could go away today and come back in 3 or 4 weeks and find everything running smoothly. While some of my cadre might say, 'Ma'am, what would you have done if this or that had arisen?' I am confident that they would carry on intelligently and responsibly."

*Develop your cadre.* Your noncommissioned officers hold your company together and give it strength; they are the secret of your success. Try to build a strong super structure of key noncoms. The chance is that you will find your cadre ready made on taking over a company in the field. This may mean inheriting some members whom you might not have selected had you been given the choice. Your first sergeant may be highly efficient at administrative details, but too brusque and impersonal in her relations to the women; your mess sergeant may be capable and conscientious but too tense, impatient and detail-bound. Recognize these personal factors and work with each woman to

overcome them. When making replacements, as vacancies occur, consider carefully the personality make-up of the women you select. Each of the key positions requires, not only different abilities, but different temperaments. Analyze the jobs, and make your selections in terms of what each requires.

*Train your cadre.* Assign duties commensurate with rank. Define them clearly, so that each knows exactly what her responsibilities are. Be sure that the rest of the company also understands what these are, so that there is no resentment or confusion.

Train your cadre by your example, through conferences with them, by giving them opportunity for experience. Gradually increase responsibilities as you see a woman can absorb them. This means knowing your people. Some will need more support at first than others, some more supervision. Work with your cadre; then, at a certain point, drop your supervision and see how each will handle a situation on her own. Learning by experience is the quickest and best way to master any task.

When your cadre is trained, let each work out the details of her jobs herself—and *leave her alone*. You are more apt to retard than to help when you interrupt work under way. Don't break the egg before it is hatched. The following is a good example of how an efficient cadre member may be developed:

Captain C is an unusually wise and discerning officer. When there was a vacancy in her cadre, she carefully considered the qualifications of all her women and decided on Private G. Private G was a superior girl, with a fine attitude toward the Corps and conscious of her responsibility of living up to her uniform. You knew she would never do anything to let the Corps down. But while intelligent, she was untrained and scatter-brained, and under the influence of another girl who was rather irresponsible. Captain C recognized Private G's possibilities, and gradually worked her up to be in line for a promotion, giving her a little more responsibility at a time. She turned over to her the making out of the duty rosters in the barracks, the making out of all the schedules for the office force, both for their working hours and barracks life. She let her handle requests for passes and personal problems. She let it be clearly understood by the others that these were Private G's duties and asked the women to cooperate with her. Result: Private G literally grew in stature, lived up to the confidence placed in her. If any adjustment problems now arise, she gets the story first; confers with Captain C if necessary, then goes back and handles the situation herself. She smoothes out administrative wrinkles as they come up, puts in small innovations making for greater efficiency. Captain C never steps in but backs her up. She is thus left free of the many small details that formerly hampered her and kept her from attending to more important matters.

Confer regularly with your cadre. Where practical, meet with your officers every morning and with your noncoms once a week to discuss their problems.

Such joint meetings give each a chance to see her job in its relation to others and furnish you a picture of the whole working of your organization.

Delegation shows confidence in your subordinates; failure to delegate reveals distrust. To the degree that you give every woman responsible part to play, your organization will function as an enthusiastic, cooperative team.

### 3. BE UNDERSTANDING

Mutual confidence exists where there is a warm human relationship between people. To win the cooperation of your troops, you must command them with your heart as well as your mind. Your women must feel that you are interested in each and every one of them personally, that you have sympathetic understanding of their thoughts and feelings, and that their welfare is your first concern.

Of all the qualities rated by enlisted women as important in an officer, "interest" and "understanding" head the list.

"She mixes heart with command."

"She makes her company feel they are the most important thing in her life."

"She thinks enlisted women are people too—not something to push around."

"Nothing is too trivial if you need her."

"She goes out of her way to do little personal things for us."

"She understands us so well she can put herself in our place."

It is interesting that a test administered to WAC officers to determine the typical WAC officer "profile," showed them to have far higher social motivation and lower economic motivation than the population in general. Significantly, the higher the rank, the greater was the emphasis on human values.

*Know every woman individually.* Every woman brings into the Army her own personality, her own individual tastes, likes and dislikes, which she was able to express in various ways in civilian life. In the Army, she must conform to a standard pattern. Pride of uniform and identification with something bigger than herself provide strong compensation, but a sense of loss of identity inevitably remains. You can make up for this in great measure by your recognition of her individuality and your interest in her.

*Know the name of every woman.* Our names are our most intimate and individual possessions. We are childishly pleased to see them in print, flattered when someone of importance takes the trouble to remember them. Nothing so builds up an enlisted woman as to be called by name by her commanding officer. Learn the name of every woman in your company as quickly as possible. Having the Signal Corps take pictures of your women will help you to put names and faces together. Connecting each name with some little incident, is also helpful. Study the records of your women; watch them at

work nad play. The more associations you build up, the easier will it be for you to identify each one, and the more she will emerge as a personality.

*Interview every woman.* At the first opportunity, have a personal talk with each woman. See her privately, unhurriedly. Be friendly, informal, and natural in your manner. For the moment, you are two human beings interested in knowing one another. Try to find a common denominator. It warms our hearts to discover we have experiences or interests in common; that we too come from Arkansas or Maine, have a hobby of gardening or canning. By such an approach you will not only build the woman up, but yourself become a human being to her.

To get to know the real person beneath the surface you see, try to find out how she *feels* about things, what her attitudes and values are. It is more important to learn how she has met situations and feels about them, than to obtain a chronological account of the events of her life.

The following guide may be helpful for the first interview.

#### Guide to First Interview

##### 1. *Purpose.*

The purpose of the first interview is primarily to establish a bond between yourself and the enlisted woman, and to make her feel you are genuinely interested in knowing her.

##### 2. *Preparation for interview.*

###### a. Study of WD AGO 720 card:

Look over the qualification card of each woman in advance. Try to visualize her as a person, not just as one more in a series to be interviewed. Acquaint yourself with the things in her background that probably mean most to her. Note anything you may have in common with her.

Things to check on the WD AGO 720 card:

- (1) What part of the United States does she come from?
- (2) How old is she?
- (3) What did she do before she entered the WAC?
- (4) Is she married, divorced or separated?
- (5) Has she any children?
- (6) What are her hobbies and interests?

###### b. Setting the stage.

Avoid the needless barrier made by sitting behind a desk with the woman on the opposite side. Try to have two chairs available for her to choose from; one at the side of your desk where she can face you if she wishes; the other placed parallel to your chair so that she need not look at you if she feels self-conscious. If possible do not have her face the light. Never keep her standing. *Smile as you greet her.*

##### 3. *The interview.*

###### a. Put the woman at her ease.

The interviewee is likely to feel insecure and self-conscious at first. Break the ice informally with some such approach as:

(1) You have wanted for some time to see her and ask her how she is getting along.

(2) You note that she comes from the same State as you, or from a farming district, as you did; and does she miss the country as much as you? Compare notes with her how you each chanced to develop your hobby; in what ways it may be useful to the Army; how your Army experience in turn may contribute to your special interests, etc.

(3) You can remember your own period of adjustment to military life, (or to a new job, new post, or new CO); and while you often laugh now at the things that bothered you then, they were very real to you at first—and, continued to be real for some time.

(4) You hope that she will get as much satisfaction from her Army experience as you (that is, if you feel this!) To be convincing, admit frankly that it has meant quite a few adjustments and sacrifices to you.

*b. Give her a chance to talk.*

Your role is primarily that of listener. After breaking the ice, let her do most of the talking. Show a real interest in what she says. Look directly at her when you speak to her. Let your eyes light up when she mentions something that obviously means much to her. If you are sleepy or brainfagged from a succession of interviews, call it a day. You will do more harm than good if your conversation does not seem spontaneous.

*c. Help her along.*

Sometimes it may be necessary to interject a few questions:

(1) How is she getting on (in training, her job, etc.)?

(2) How did she happen to decide to join the WAC?

(3) Are conditions at this new post much as she expected? Or what adjustments has she had to make?

(4) Has she found congenial companions?

(5) Has she anyone close to her in one of the Services?

(6) Is there anything *she* would like to ask?

(7) Does she understand about pass and furlough regulations? About visitors to the post?

(8) Does she know about the assistance that is available to her from the Red Cross, chaplain, and Army Personal Affairs Division?

*d. Close on a positive note.*

Tell her how much you enjoyed having this chat with her. Assure her again of your interest in her, and that you hope she will feel free to come to you at any time with any problem or question. If she protests that she knows how busy you are, assure her that that is what you are there for.

*Be approachable.* Be easy and natural in your relations with the enlisted women. Try to make them feel "comfortable" around you. This is not

incompatible with your dignity nor with her respect. It is not necessary to be aloof and unbending to give the appearance of authority. It is possible to be friendly yet not familiar, approachable yet dignified.

Be on easy conversational terms with your troops. Talk to them a great deal informally. Find out what they like, what they don't like. Explain things to them, take them into your confidence, and they will respond by talking freely with you. Such comradeship builds up a sense of "togetherness," a feeling that you are all in the service in a common cause.

Smile! A warm, friendly smile goes a long way toward gaining confidence.

You can say things with a smile that would be resented without it. It may be trite to emphasize this, but there are otherwise capable officers who never get close to their women because they do not give them this simple outer evidence of their feeling. Take this example, cited by an officer candidate in her biography:

"Our company commander was the most beautiful creature you could imagine. We were all very proud of her. But she spoiled it all by never smiling. She was always courteous and pleasant, but not once did she break that perfect mask. She may have had feelings underneath, but how could we know?"

Needless to say, a smile must be genuine and come from the heart.

"She was as easy to approach as a highly charged, electrical barbed-wire fence. She would quite thoroughly antagonize the whole group at mess or company meeting, but at the approach of a higher ranking officer, force a smile and with over-exuberance say 'Is everybody happy?'"

*Be accessible.* Try to be available to your women at all times. It is hard to realize how stranded enlisted women can feel in the field. You are their main recourse. It is not that they will want to come to you continually with their troubles. They appreciate your right to some privacy. Just to know you are there, within reach if they need you, is often enough for them. This need on their part has often been remarked by company commanders in the field. As one outstanding officer put it: "Our home (the officers' quarters) is actually just an extension of the Orderly Room. The CO in the field has a 24-hour job. She can have no personal life until the needs of her company are taken care of."

Try to have regularly scheduled interviews; otherwise you will see only those women who get out of line or are sick, and not the main group who are the backbone of your company. Watch that your first sergeant does not keep anyone from seeing you, out of mistaken consideration for you. Since it is customary for the enlisted personnel to get to you only through her, instruct her that you will see anyone who wishes to talk to you; and let this be known in the company. Some company officers have found it practical to set a regular time everyday when any women can come directly in to see them.

This depends upon the shifts upon which the women work, but the best hour is usually between 5:00 and 6:00 p.m. or immediately after dinner at night.

*Demonstrate your active concern for the welfare of your women.* Make formal and informal inspections to see that they have everything for their comfort and well-being.

Eat with your women at mess often enough to know that their meals are not only properly balanced but appetizingly served. See that their living quarters are not only adequate but pleasant. Consider what could be added for their greater relaxation and enjoyment.

Where you see something your women need, make every effort to get it for them. If necessary, fight for it! Were there not sufficient chairs at the last company meeting, so that some of the women had to stand? Then see that they have them for the next meeting. Are there enough feminine toilet articles available at the PX? See that a supply is laid in. Are the movies so scheduled that if Wacs want to see a whole show from beginning to end, they either have to miss their dinner or be late for bed-check? See that the schedule is changed or adjust the hour for bed-check. Are the recreational facilities inadequate? Try to improve them, or be ingenious and invent some.

Watch over the health of your women. Anticipate and prevent health problems. Send those over and under weight to the Dispensary for corrective diets; check if any need glasses; watch out for skin rashes. Is this one struggling to keep on the job despite a heavy cold? Insist that she report for sick call, even if she protests. Has another been dismissed from the hospital when she is not yet fit for work? Take it up with the physician; if necessary, go right up to the Post Surgeon. Are some of the women working too long hours? Protect them from overdoing or from being imposed on.

Visit your women on the job. Be familiar with every job both from the woman's standpoint and from the section chief's standpoint. To prove your active interest, ask each woman about some operation or phase of her work. It will set her up to explain it to you and make her feel your visit is not just a perfunctory, routine "inspection." At the same time, try to get a picture of the special difficulties of each job and of the work conditions in general. Confer with the section chief about each woman. Proper placement is essential for maximum efficiency.

Take part in the off-duty activities of your company. Join their picnics, join them at singing in the evening. Be natural, easy, companionable on these occasions. It is not in keeping with an officer's position to be the "life of the party" but it is not incompatible to show your enjoyment.

In their zeal to show their interest, some officers tend to overdo their participation. Take part in your company's activities only enough so that you know what is going on, and they know you are vitally interested in them. No matter how informal you may be in your manner and how much they may like you, your presence may put a damper on them. They have a right

to their privacy and to intrude on them can be as undesirable as not to take sufficient interest.

Looking after the welfare of your women is a full-time and an overtime job. It means constant watchfulness, concern, and personal sacrifice. It means visiting them when they are ill, comforting them when they are distressed, participating in their joys. But the rewards are great, both in terms of job efficiency and in personal response.

Selfishness and lack of interest on the part of a company commander, on the other hand, are quickly recognized and bitterly resented. Trouble-shooters sent out to inspect companies in the field, report the lowest morale where company commanders are too interested in their social life or their personal advancement. Enlisted women are frank in their comments on this point:

“She always thought of herself first and anything she did for the company was only in the light of how much it would increase her prestige on the post.”

“When her real job with her women should have begun, she was always at the Officers’ Club.”

“She took ‘retreat’ literally—was never available after 5:00 p.m.”

“She was always either too busy to talk to the girls or else she wasn’t there.”

“She never visited her command; never met them at reveille; never ate with them. After 6 weeks, she didn’t know the members of her command by name—*none* of them!”

“She was perfect by every rule and regulation and a smart, intelligent woman, but she did not possess that inward feeling of love and friendliness which touches the hearts of troops.”

An officer must build faith and confidence in herself. Where the faith of a company has been badly shaken by a previous officer, it may take a new officer some time to win them over. A company commander who had met this problem, thus describes her experience:

“When I took over Company X, I talked to the women the first night. I could see incredulity on their faces when I said I hoped to know each of them individually before long. They were obviously on the defensive, waiting to see what I would do. I started right in—ten interviews nightly. When the first ten saw their names on the board they said to themselves: ‘Here we go again.’ They did not seem able to believe at first that I just wanted to have a friendly chat with them. Only gradually did they thaw out.”

*Be personal in your interest.* Women, perhaps even more than men, require constant evidence of personal interest from their officers. Having been accustomed to receiving considerable attention all their lives, it is understandable that they should miss it in the impersonal setting of the Army. Officers often remark how eagerly women respond to any small sign of personal recognition,

how long they will treasure even a casual kind word. The returns are all out of proportion to the little effort expended.

Recognize this need in your women; let it govern your attitude toward them. It is not being "soft" and unmilitary to inject a personal note occasionally. Comment on a new hair dress, on the becomingness of the new garrison cap. This seems a small thing to do, but it is effective.

*Be understanding of the problems your women bring to you.* Listen patiently and sympathetically to their grievances and troubles. No problem is too trivial for your attention. Minor problems, like a cinder in the eye, can become the source of big irritations.

Treat each problem seriously, but with a positive attitude: "I'm sure we can work out something together." Remember that it may not be easy for the woman to come to you with it.

Be sympathetic and tolerant in your attitude. Your women should feel about you: "Here is someone to whom I can tell anything; who will listen to my problem, respect my confidence and help me to a solution."

One talk with an understanding and objective listener can often remove a woman's worry or grievance. Mountains made out of molehills can be reduced and placed in their proper perspective. The very process of talking out a problem alone often brings great emotional relief.

Many problems can be solved just by talking them out. Others may require further investigation and interpretation. Some may need to be referred to a psychiatrist. These will be dealt with in a later section.

#### 4. RESPECT THE INDIVIDUAL

The goal of the officer is to integrate the members of her company into a working team without destroying the initiative and feeling of personal worth that is characteristic of Americans. Such integration can be achieved only where there is a democratic relationship between the leader and her personnel—a relationship which recognizes the dignity and worth of every individual and considers each a partner in a joint effort.

For unity of group action there must be discipline and obedience to the will of the leader. But arbitrary methods will result only in submission and not in the cooperative spirit which is essential for teamwork. Cooperation means the voluntary subordination of each member for the good of the team, because of a deep conviction in the importance of its role and a conscious pride in both personal and group achievement. For this, the relationship between the officer and those working under her must be one of confidence and respect, as between equals.

*Treat your command as responsible adults.* The criticism most often heard of WAC officers, is that they treat their troops too much like children and talk down to them too much. This tendency to fall into a house-mother rule is understandable, and is probably due, in part, to the natural maternalism of

women, in part to the dependence of the troops on their company commanders. It is well for WAC officers to remember that they are dealing with grown women, many of whom have managed their own affairs for years before they came into the Corps. Some have had more education and experience than the officers who command them. All are volunteers working in the same cause.

For the officer who entertains the unfortunate view that bars on the shoulder raise their wearer above the common herd, there is no excuse at all. A condescending or contemptuous attitude outrages every American tradition and quickly results in reciprocal feelings on the part of troops.

Profuse expressions from enlisted women attest to this. In describing an officer under whom they were happy to serve, and in contrast, one whose attitude they resented, the following comments are significant:

"She treated us with respect and automatically received in kind..."  
"She not only demanded respect, she gave it...she acted as though she thought highly of everyone of us and gave us fair adult treatment."  
"She always expected the best of people—and got it."

Against which:

"She never seemed to realize we might be intelligent too."  
"She treated her command as she probably did her 4B grade class..."  
"She regarded us as so many figures to be pushed around a checkerboard..."

People live up to what you expect of them. You will stimulate achievement in people by having a good opinion of them. Treat your women as adults and they will respond as adults. Show your faith in their ability and well-meaning, and they will strive to merit it. Accept them as partners and they will outdo themselves to do their part.

*Take the enlisted women into your confidence as much as possible.* Let them know what you are thinking; keep them informed of changes in regulations and information from other sources that may affect them—for instance, mustering-out pay, use of firearms, changes in requirements for OCS, changes in organization within the Army. To know what is going on and to be "in" on the top thinking will give them a sense of security and participation.

Show your women how their work fits into the entire war effort. People work best when they see the purpose of what they are doing and the relationship of their part to the whole. Personal disappointment can be more easily borne where there is understanding of the bigger issues involved.

Give the enlisted women any information you can divulge, especially on a subject about which you know they are anxious. To keep an individual on tenterhooks by withholding facts that could easily be disclosed, is needlessly to demoralize them. Tell your command of your efforts on their behalf. Let them know you are working for them and constantly have their interest uppermost. Otherwise they may come to feel they are Forgotten Women..

A company commander had moved heaven and earth to get oversea assignments for a group of lieutenants who had been stuck on a job for a long time. But she never mentioned it to her officers. She could have saved them much mental anguish had she said: "You have a right to know that there may be a chance of some oversea assignments, for which you will be considered." They could have accepted not going overseas, but what they could not stand was feeling that no one cared about their situation.

Whenever possible, explain the reason for orders and regulations, especially disagreeable ones. Americans resent arbitrary orders; but they will willingly cooperate if they see the reason back of what they are told to do. It is stated in the Declaration of Independence that "A decent respect to the opinions of mankind requires them to state the causes which impel them to (action)."

Do not make a military secret out of an explanation that could easily be given, as in the following instances:

A notice was posted on the board one morning, stating that there would be no more late passes issued. No explanation was offered and none was forthcoming. As a result, feeling ran high. The simple reason, which might easily have been given, and which would have averted a bad morale situation, was that for an emergency period all buses were needed for a temporary late shift at a war plant, and no transportation from town would be available after 11:00 p.m.

A company was made to police the area before morning classes and again before lunch the same day. They felt it so senseless that, as they put it, "We just kicked the stones around and shuffled the leaves." Later, they heard that some celebrity was expected. "Why couldn't they have told us?" they cried.

Sometimes disappointment and resentment can be turned to positive attitudes by an immediately forthcoming explanation.

At Fort X, a small number of ratings were given to the Medical Detachment. Promotions had been long in coming. Everyone had looked forward to them. The day the orders were published there was a great deal of hurt feeling and disappointment. That evening the company commander called a company meeting. She told them she realized their disappointment, then outlined just how the ratings were made. When she was finished, she threw the meeting open. Anyone who had anything to say could do it then. The enlisted women realized the sincerity of the CO. They told her what was on their minds. When the meeting was over, the atmosphere was cleared. The enlisted women knew why and what was expected. They left knowing just what they would have to do to be on the next promotion order.

There are, of course, times when you cannot give explanations and must demand prompt obedience without giving any reasons. But, if you have always considered your subordinates in the past, they will accept your decisions without question, confident that there is a good reason for them.

*Listen to the suggestions of your women.* Let them feel that their viewpoint is considered and that you think it is worth listening to, even though you may not be able to act upon it. They may have a good idea that never occurred to you. Accept it; there should be no pride of authorship between members of a team. By listening to your personnel you will make each one feel that she belongs to the unit in a very real sense and is a valued member of it.

## 5. DEAL JUSTLY

*Be fair.* Every officer has some human failings. Her personnel understand this; they do not expect perfection. But they do expect that she be absolutely square and honest in her dealings with them. If once the impression is created that she plays favorites, is inconsistent in her discipline, or that her word is not to be trusted, she might as well walk East until her hat floats. As a leader she is "washed up."

Nothing more undermines morale than unfairness, as witness these expressions of enlisted women:

"You can't beat the clique in this detachment. There's no team spirit since the new CO came. It's split the company right in two."

"Everyone knows that certain girls carry tales to the CO about the rest of the company. We often invent stories just to see them come back."

"Our CO caters to a little group of apple polishers . . . It makes us sick to see how hard she falls for their line."

"There's no use trying when you know you'll never get a chance at a promotion . . . what few grades and ratings there are, all go to the CO's pets."

You will need to make sure that your junior officers and noncoms are fair and just in their treatment of the women, too; you will need to be on the alert for any signs of favoritism.

"If you don't stand in with the first sergeant, you're out of luck. Our CO takes her word on *everything* and never checks a story herself."

"We're just waiting to see when Captain R gets on to Lieutenant X. She's so two-faced that you've got to be careful about anything you say when she is around."

It is important not only to be fair but to *appear* so. You may be completely just, but if your personnel does not think so, it will be as disastrous to their faith in you as though you had acted unfairly. Let them know what is in your mind. Especially when exceptions are made or privileges revoked that affect some more than others, your position should be clearly understood. Wherever possible let your company know on what you have based your decisions and give your reasons for an order. Be sure that work is equitably assigned, and that every woman knows on what basis it is made. Supervise the duty roster carefully. Establish a fair furlough and pass policy and make

sure every woman understands it. Stick to it impartially, but be reasonable and human about special situations. Use restrictions sparingly; realize the emotional need of people for a change of scene, and especially every woman's need to be by herself at time, to be *herself* for a little space in an unregimented environment.

Let your women understand what standards of performance you expect before a promotion is in order; what quality of work you look for in each job. Recognize ability and effort. This will not only build up individual self-esteem and inspire others to strive for like commendations, but it will be proof to your personnel that you are aware of what they are doing, are watching and appraising their work and will make your recommendations on the basis of accomplishment and not personality preferences. Confer with your junior officers and cadre when promotions are considered; let it be known that you make the decision after careful deliberation and evaluation of the records.

*Be consistent.* Consistency is a close cousin to fairness. An officer who is variable in her moods, inconsistent in her attitude or who breaks her promise, places her subordinates in an unfair position.

"We never know what mood our CO will be in. She may 'die laughing' at something today, and take personal affront at it tomorrow."

"Captain L takes unfair advantage of us by seeming to let down reserve and then reprimanding us for taking the cue."

"The other day our CO lectured us on the importance of sick-call. She emphasized that we shouldn't stick it out on the job when we weren't feeling well, as some of the girls had been doing because of the work piled up. Today, when I did go because of a sore throat, she looked at me and said: 'You know, you are not to report unless you are *really* ill.' What did she think I was? I'll certainly have to be flat on my back before I ever report again!"

Above all, be consistent in keeping your promise. There is no greater abuse of authority than for an officer to make a promise and then break it—or worse, never mention it again. If unexpected circumstances interfere with your carrying out a pledge, be sure to explain the reason. The dependence of your command and you and their inability to defend themselves should make you lean over backwards never to take advantage of them.

'Consistency is the keynote of discipline. Lack of consistency amounts to injustice.

*Be firm.* Enlisted women respect and admire an officer who expects strict performance of duty and deals promptly and justly with infractions of discipline. They resent lax discipline as much as over-severity. Where an officer fails to impose punishment when it is unquestioningly deserved, the suspicion is justified that she is either trying to buy popularity or is trying to compensate for some lack of sureness in herself. The social training of women makes them tend to want to please and not offend; for this reason, some find it difficult to

speak up and be firm, they try to avoid unpleasantness, even when they know they are right. But lack of firmness reveals a weakness and gives the impression of unfairness, that will be far more resented than appreciated by the enlisted women.

When it is a question of curbing an undesirable individual trait, or a general situation which has not yet grown to proportion that would warrant making an issue of it, it can often be handled by a change of emotional climate on your part—a withdrawal of your usual friendly manner, of your smile, of your accustomed informal contacts. Women are quick to take a hint and sense displeasure. Most women are conservative and want to do the right thing and will gladly fall into line if they realize they have erred. Infractions of discipline are in the main a reflection on the officer—an indication of her failure to anticipate a problem or of her poor handling of a situation.

Keep a sense of proportion. Too much stress on trivialities is irritating and can affect morale. Change in the primary mission of your unit—from *learning*, at the Training Center, to *doing*, in the field—will shift the emphasis on many details. Your standards for your detachment are no different, but your yardsticks of measuring achievement of the standards will vary with the situation in which you live and work. Being unreasonable about petty details is the mark of a poor officer any place, but derision of the “GI” way, as if it were juvenile and for recruits only, is the mark of an unthinking person who achieved the military point of view expected of an officer.

When a regulation has been broken, never take disciplinary action until you have investigated the offense. Listen to the other side of the story before passing judgment. Even the evidence of your own eyes is not always conclusive, as the following incident, related by a company commander, illustrates:

“We had a rule in the company that only with my permission could enlisted women date officers. One night I saw, with my own eyes, one of my girls out with an officer without permission. The next day I told my first sergeant I wanted to see the girl. When she reported, I asked her: ‘What’s the story?’

“‘Well, M’am,’ the girl replied, ‘when he asked me for a date he was a master sergeant; last night when he came for me he was a warrant officer. He wanted to surprise me.’

“If I had acted on circumstantial evidence without listening to her story, I would have lost in one interview all the good feeling I had built up over a period of months.”

Compare the handling of this case with the following:

“Private L had an impeccable record in the company. One night she came in 4 minutes late for bed-check, because her bus had broken down. Her CO never inquired as to the facts, didn’t consider her record, but gave her 2 weeks restrictions plus extra duty. As a result she created a feeling of great resentment both in the girl and in the whole company, who felt the punishment was out of all proportion to the unintentional offense.”

Firmness is essential to maintain order in the group, and punishment, where deserved, should be meted out promptly. However, in the interest of fairness, there should be no ironclad scale. Each punishment should be adjusted to the individual's need and to the particular circumstances. This is not incompatible with consistency and will be understood and appreciated by your company if you make it clear to them in your first talk with them that it is your policy to treat each case on its individual merits. Let it be known that certain violations will not be tolerated and will be followed by swift action, but let it also be known that you consider no two individuals alike and no two situations exactly similar, that there are special factors to be weighed in each case: was the act premeditated or the result of ignorance, carelessness or youthful exuberance? Is it a first offense or the culmination of a long series of violations which must be dealt with severely, both for the sake of example and for the individual's sake? And in your heart ask yourself: could *you* perhaps have been at fault? Did you give your order clearly? Did you make sure the woman understood it? Was she fully aware of the consequences of breaking it? Had you perhaps pushed her too hard, were you perhaps unreasonable with her, so that you called forth her defiance? These, and many more, are questions the honest officer must weigh before assuming the grave responsibility of passing on another individual.

The following guide may be helpful to the officer in conducting an interview with a woman in a disciplinary situation.

#### GUIDE TO CORRECTIVE INTERVIEW

##### 1. Purpose.

The object of the interview is to "make," not to "break" the individual.

##### 2. Preparation for the interview.

a. Check the woman's previous record.

b. Check the accuracy of the report of her misconduct. Be on your guard not to take automatically the word of a favorite or trusted subordinate.

c. Check your own attitude. Are you objective, calm? Did you have a quick reaction when you first heard the report of the woman's conduct? Then take a few minutes and consider why you felt that way.

d. Establish the atmosphere of a friendly consultation room, not a court of inquiry. Maintain an attitude of dignity; be neither overaffable nor overserious.

##### 3. The interview.

a. Ask the woman to sit down. Never keep a woman standing during an interview.

b. Come to the point at once. Tell her why you have asked her to come to see you; state the facts of her behavior (as witnessed by you or reported to you) clearly, objectively and frankly. Use the tone you would use to an intelligent adult, not as to an inferior or an erring child.

- c. Listen to her explanation. Don't stop her with "There are no excuses in the Army." There may be no excuses, but there are always reasons.
- d. Consider extenuating circumstances. What has been the woman's previous record? Were there factors beyond her control? What is her present attitude?
- e. If you decide she is guilty of the misconduct charged, explain to her briefly and with a minimum of scolding, why you came to that conclusion, and why she must be punished for the welfare of the group.

4. In reprimanding or punishing:

- a. Brand the misbehavior, not the person. For instance, condemn her repeated tardiness as destructive to efficiency and morale. Do not say, "You are a lazy, careless individual." Remember that misbehavior may be a matter of ill health, calling for medical and not disciplinary action (See section on "Personal Problems").
- b. Make positive suggestions for improving her attitude.
- c. Express your confidence in her. Make it clear that after she has received her punishment, she starts again with a clean slate and without prejudice..
- d. Some special don'ts ...
  - Never give blanket punishment for the offense of a few.
  - Never humiliate in public.
  - Never administer punishment in the heat of irritation.
  - Never make the individual feel ashamed of herself, but or her behavior.
  - Never permit a "hangover" to exist, after the incident is closed.

5. Does the punishment achieve its ends? This is the test of the efficacy of your measures.

In meting out punishment that will "fit the crime," always consider its ultimate purpose: not to "hurt" the individual, not to make her "pay," not to force her to toe the mark—but to affect a constructive change in her that will make her *want* to do what is right for the good of the group and her own good. It is well to remind ourselves in considering the meaning of the term "discipline," that "disciple" stems from the same root, and that disciple has been defined as "an ardent follower, a coworker." Discipline, in the best sense means not "keeping order," or "punishment" but the establishment of conditions favorable to cooperation, based on the self-control and willing subordination of the individual.

## SECTION III

# RESPONSIBILITY FOR ADJUSTMENTS

### JOB PLACEMENT

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The importance of job satisfaction for high morale has been stressed before. This section is appended to point up more concretely, by means of case illustrations, the role of the unit commander in promoting work adjustment.

While classification and assignment are not your direct responsibility, as the human link between the women of your company and the WAC using agencies, yours is the important function of interpreting the individual to the Army and, on the other hand, the Army and its needs to the individual.

*You must be thoroughly familiar with the needs of your post:* know what are the various jobs that must be filled, and the actual duties required in each one. You must know, also, the capabilities of each member of your unit; not only her skills and experience as noted on her records, but her personality, her temperament, her physical endurance. You must understand her individual needs. Your effectiveness in bringing job and woman together for her maximum utilization and utmost personal satisfaction, will depend in great measure on the cooperative relationship you establish with the post personnel officer and section chiefs, and your appreciation of their problems.

Ideally, the Army would like to see every woman placed in the job for which she is best fitted and which she would most like to do. The Army realizes that the satisfied individual is the efficient one. But soldiers must be assigned where most needed, and to the jobs in which their services will be most useful.

*The needs of the Army are the first consideration.* The positions that must be filled are not varied enough that every Wac can have the one that is especially fitted to her own particular qualifications or desires. In fact, many of the jobs are of necessity lacking in glamour and most of them are of a routine nature. This makes it imperative for the officer to stress the importance of each individual task in the over-all war effort.

As one officer put it:

"Behind each of your jobs are the very heart and sinews of the Army. As you bend over your typewriter, filing case, record book, or what-not, keep in mind that you are invisibly reaching out a hand to some soldier at the front who is risking his life. That chart you are sweating over may look like a dull dish indeed, from this end . . . but at the other end, it may save a soldier's life . . . many lives. And so it is with every routine Army job . . .

"As members of the Women's Army Corps you help to deliver troops, food, guns, ammunition, and thousands of other essential items down the war supply lines of the world . . . The ambulance driver, the cook,

the clerk, the mimeograph operator, the recruiter, all have a part in this vast chain of supply. The very routine nature of the tasks sometimes causes one to forget that a paper not properly routed today, may mean insufficient supplies for fighting men tomorrow; that the urgent requisitions for thousands of Wacs cannot be filled until these women are recruited and trained..."

Even though Wacs have proved they are good soldiers, there is very often a sense of frustration where energies and abilities are not used to the utmost. It is important to remember that Wacs are volunteers and that military service is not traditionally expected of women as it is of men in time of war. They have entered the Army with high aspirations and fervent patriotism. It is quite understandable, from the human point of view, that they should feel they are worthy of special consideration. It is therefore important that you constantly make each woman feel that she has something to offer, that her service, whatever its nature, is highly appreciated.

When it comes to work, Wacs are notoriously "eager beavers." They have astounded all with their adaptability and endurance. Gold bricking is practically unknown with them; so is the adolescent attitude—"the-softer-the-job-the-luckier." The problem with Wacs is to give them enough to do. It is hard for them to accept the idea that utilization in the Army means being *available* when needed; that a great part of Army service is "just waiting."

You can do much by explanation. Help them to see that the whole purpose of the military set-up is that the Army has soldiers ready when it needs them. Like firemen they must be on hand when the emergency call comes. If the Army only needs them 10 percent of the time, it expects 100 percent quality service for that 10 percent. Show them that even a great part of combat fighting is "just waiting."

*Fitting the woman to the job.* You can do much to compensate the woman for the limitations of her job, by building pride of unit and integrating each woman into the unit. Identification with the job WE are doing will help her over her individual dissatisfaction.

It is difficult to keep up enthusiasm when women have been kept long in one job, or when they work next to civilians who have not only better pay and less restrictions but are sometimes even given the better jobs; or when grades and ratings have been long in coming through. This is where your personal relationship to the women will count most. Do everything possible to offset their sense of frustration by telling them again and again what a needed and important service they are rendering; by urging them to have patience, to keep their chins up, that "things will finally break." Just one or two oversea assignments, just a sprinkling of promotions, will go far to keep up hope in a whole company.

*Fitting the job to the woman.* Besides striving in every way to fit the woman to the job and make its limitations emotionally acceptable to her, the unit com-

Sergeant X accompanied the two women to the hospital and stayed with them until their physicals were completed. When the Food Handlers' Certificates arrived, she made an event of it. Everyone congratulated the pair and they were impressed with the attention they received.

Extreme patience and flattery were Sergeant X's working points. She overlooked the temper and sullenness, gave the women easy tasks at first, let them rest often. The minor jobs gradually changed to more responsible ones. Their attitude improved. At the end of 1 month both were so engrossed in their work and so fond of Sergeant X that neither wanted to transfer.

A section chief can also often do much to promote the adjustment of the women working in her office, by paying special attention to the individual needs.

Captain L (WAC), takes pride in the fact that she has helped many a "problem case." She remembers one particularly difficult woman of 45—cold, scornful, superior. Private G was a librarian who wanted work in her field and *only* in her field. Captain L had no job for her at BPR headquarters, but to get her interested, she suggested that she do some research on the contributions of women to wars in the past. This proved a happy inspiration. Later, when publicity pictures were to be made of a Wac and a soldier against a historical background, she gave Private G the job of making a list of National shrines to be visited. Asked if she would like to go along on the trip, Private G's smile transformed her.

Captain L realized that Private G had a tremendous feeling of inferiority and that she needed more reassurance and recognition than most in order to function happily. She concentrated on building her up. She had her desk moved next to her own. She made a point of commending her even for trifles. One day when a full colonel came into the office, Captain L introduced Private G to him, adding a word about her capabilities as librarian, should he ever need one. After that, Private G was definitely a personage; no longer was she one of the masses, doing a job like the ordinary clerks around her. She still did not have the assignment she wanted, but she made herself useful in many ways, applying her really unusual talent for detail.

Captain L kept after her reassignment, for she felt that she would do a good job as librarian, besides being happiest in such a position. In all, she talked to some six officers at other posts about her. Finally an opportunity came and Private G got her job; a new woman, with confidence in herself, her sour attitude replaced by a constructive one.

Such personal attention is not always possible, nor is it desirable. Every officer at some times comes across cases who consider themselves improperly assigned, where the trouble is in their attitude, not the job. There is the woman, for instance, who feels that her job is beneath her civilian achievements. Private H had been an office manager in civil life and therefore thought she should not start at the bottom in the Army. Every opportunity had been given her to

mander must try to effect desirable transfers and militate against rigidity of classification and assignment. She must, within practical possibility, do what she can to see that borderline cases are salvaged by special consideration of their situation. The Army is too interested in using its personnel wisely to be needlessly inflexible.

Requests for changes in assignment are apt to be frequent during the first weeks. Listen sympathetically to them; see if there is a valid reason for them. Check up on possible errors in classification by comparing the enlisted woman's story of her civilian experience with the information noted on her WD AGO 720 card. If it seems a legitimatae case of misassignment, try to adjust it with the Personnel Officer. Where a change is not immediately possible, explain to the woman how classification works in the Army, that it is a matter of supply and demand. If the demand is for a certain job, even if she is not well qualified for it, she must try to fill it to the best of her ability until someone better qualified can take her place. Ask her what she herself feels she can do best, what sort of job she would prefer. Enter this information on a suspense file; let her know you are making a record of it and that you will be on the watch for any opening for her. Just to feel that you are concerned for her and will keep her in mind, will go far to assuage her discontent.

Many first complaints iron out of themselves. Stall for time where you can. Sometimes quite unexpected factors will come to your aid, such as her interest in the enlisted man working next to her, or her discovery that another Wac in her section is from her home town. Often, too, when she gets used to the job and feels more competent in it, she will grow to like it.

*Special problems in job adjustment.* A special difficulty to be met is when a woman arrives expecting a certain assignment, only to find that the job is no longer open or that her experience and training cannot be directly utilized. It will be necessary to explain to her then how needs vary on different posts; that a telephone operator, for instance, may have to be assigned to Radio School because she has potentialities for being trained as a radio operator; that a file clerk with experience in a Military Personnel Office may be sent to the Postal Section because she compiled directories in civil life; that a typist with medical background may be assigned to the Veterinary Laboratory to learn to run milk tests.

Active dissatisfaction can sometimes be changed by the simple tactic of making the woman feel important, as in the following case:

Sixteen new Wacs arrived on the field. Each one was interviewed, reclassified, and all but two received immediate assignments. Privates A and B had no special skills to offer, were Grade III's. After several days of uncertainty, they were classified as cooks' helpers. Private A was furious and made many threats. Private B was very sullen about it. After a second interview with the company commander, each woman agreed to try the assignment for 1 month, when, if still dissatisfied, she would be reclassified. The conversion was up to Sergeant X who needed help desperately in her mess hall.

work her way up but her own personality stood in the way of her advancement. Sometimes selfish ambition is the motivation of the complaint. Thus, Private S was overheard to remark, "there's nothing in this job for me." Such cases must be handled with frankness and firmness; her self-centered, unsportsmanlike attitude pointed out the woman as unworthy of a Wac.

Sometimes the difficulty lies in unrealistic self-appraisal. A woman who has not found a "success formula" in civilian life, may look for it in the Army. This is especially apt to be true when an individual has hidden behind an academic front and never come to grips with life.

Private T had a PhD degree in psychology and sociology. She had concentrated on "research." Although she called herself a "consulting psychologist," it was difficult to see how anyone ever consulted her. On the defensive and unsure of herself, she could be unpleasantly sarcastic at times. She showed little understanding of others and was rejected by the group for her intellectual snobbery. She could not understand why, with all she had to offer, that she should be kept in a "mediocre" job in the personnel division. Her CO explained it to her, kindly but firmly. She pointed out to her that she might gain in the Army what she had missed in her education: a knowledge of people through experience and not books, and an adult attitude of consideration for the feelings of others.

But the real challenge to the officer is the woman who has been given up as a failure in the Army. It is remarkable what dividends, patience, and personal interest can earn, and how many such cases can be salvaged, not only for their greater utilization in the Army, but for their own personal development. Private S is a case in point.

Private S was just one of those people with a plain face and a colorless personality. Unhappy and discouraged, she had been tried out in job after job without success, until her company commander had arrived at the conclusion that she had nothing to offer the Army. Captain W, at the Headquarters Company—going on the basis that if a girl is physically and mentally able to do a job, there is a job for her in the Army—sent for her to see whether she might not salvage her.

When Private S arrived, she was warmly welcomed and taken in tow by the first sergeant who saw her comfortably settled in the hotel where the company lived. The second day being Sunday, Captain W included her in the company picnic. Private S confessed later that it was the most fun she had had since becoming a Wac.

When Private S reported the following day, she already looked less dejected. She said that she was a good typist, that all she wanted to do was type and prove that she could do it well. Captain W told her how valuable typists were and that she was just the person they wanted to do a certain job.

Private S was put to work in the Enlisted Section and kept busy every minute. All she did all day long was to put a folder in the typewriter,

type a name, remove the folder, and repeat the process. She enjoyed it. Within a few days she had proved her value because she liked the kind of routine work that would drive most people mad. Captain W and the cadre never missed an opportunity to tell her what a good job she was doing.

A few weeks later a better position opened up in the Publications Section and Private S was given it. She worked hard, felt useful, and took an entirely new lease on life. She became more friendly, got a permanent wave, improved her appearance in other ways. From a shy, timid and unattractive girl, Private S week by week grew into a Wac who possessed self-assurance and initiative. At every company function where civilians were invited, she was relied upon more and more to put the visitors at ease. And, crowning touch to her metamorphosis, she found herself a boy-friend—one of the enlisted men at headquarters. It was a red letter day for Captain W when she asked for a late pass.

Six months after Private S had joined the company, an opportunity came for four enlisted women to replace the military police at the information desk. She was one of those chosen, because of her tact and ability to meet people.

Private S is a prize example of what the WAC can do for an individual. When she returns again to civilian life, she not only will be a good American but she will be able to meet with assurance the competition of the business and social world. To watch the development of a woman who has never had a chance in life, is one of the greatest rewards and satisfactions that can come to a company commander.

Sometimes inadequate performance of a job results from a personal situation which can be cleared up if an officer wins the confidence of the woman.

Private B had been assigned to Recruiting for 2 months and was about to be transferred for the third time. She was listless, never seemed able to get her work done, and while not uncooperative, showed a complete lack of enthusiasm. A new officer coming in at this moment, said, "Give her one more chance." Captain J felt that there is some good in everyone if you can only get at it. The two officers under whom Private B had previously worked, were efficient women who had little patience with her short-comings. Captain J paid special attention to the girl, and assured her of her sympathetic understanding. Finally she got the real story: Private B was half sick with worry. Her family physician had advised a radical operation when she was home on her last furlough, and she dreaded the thought of it. Captain J immediately took her to a military doctor who, on examination, found that she did not need an operation, but treated her. When Private B came back on her job her morale was so high that her enlistments shot up above all the others.

*Job adjustment for officers.* Dissatisfaction with assignment is not confined to enlisted women. Officers, too, may sometimes develop a sense of frustration, a conviction they are "caught in a blind alley," and succumb to the human

feeling of disillusionment with their work. To one such group, an outstanding WAC staff director addressed this letter:

TO: All WAC Officers, Headquarters \_\_\_\_\_ and \_\_\_\_\_.

"It has come to my attention that some of us are doing some heavy griping about our assignments and the following is written in an attempt to help rather than to criticize."

"We all volunteered to do a job, whether it was here, in the USA, or England, or Alaska. I am sure that few of us had any idea that the Army was going to be romantic. We came in to do what we could, where we could—and most every Wac *is* doing a good job. This isn't written to discuss your manner of performance, but your way of thinking. The grass may look greener in another branch of the service or overseas, from your position here, but the color often changes upon a closer approach. Let's quit griping about not liking what we are doing and give *all* of our thoughts to our jobs, not 40 percent to our work and 60 percent to what we'd rather do. Just "give in" to the work at hand. After you have mastered the job you may have lost your dissatisfaction somewhere *in* that job.

"Remember that any officer who serves his country is expected to do *any* type of job in *any* location. We are officers in the Army of the United States and must all act as such. When it's all over we can return to our individual fields and know we did the job to the best of our ability and with all of our original enthusiasm.

"Let's recall the feeling we had when we first came into the WAAC. Let's prove to ourselves that we can do a bang-up job on work that is different from anything we've ever done—and be proud knowing that it's our way of fighting this war so that we can all get back to our own particular way of life a little sooner!"

## 2. PERSONAL PROBLEMS

Inevitably personal problems will arise. You can expect that in any large group. Though the instances may be infrequent, the responsibility to adjust them is great.

As commanding officer, one of the most challenging roles you will be called to fill is that of counsellor. For that function your most valuable asset will be a lively and sympathetic understanding of people, especially women, and more especially the individual women who make up your own unit.

Why do people act the way they do? What are the reasons behind certain modes of behavior? What can you do about it? And when should you refer a case for psychiatry consultation?

Some of the personal problems brought to you by the women in your company may be much the same as those which come within the province of the dean of any woman's college—lonesomeness, homesickness, roommate troubles. Others will be peculiar to Army life and wartime conditions—anxiety over someone at the front, disappointment over the failure of a transfer or promo-

tion on which the individual has set her heart, or a let-down feeling of disillusionment in the actual work which had looked so much more glamorous in anticipation. Again, others will be the result of faulty attitudes or conflicts of long standing. Occasionally you will run into something more serious, calling for expert treatment of a psychiatrist.

The better you know the individual women of your company, the better counselling job you will be able to do. There are no stock answers to any problems, simply because no two individuals are alike. Each woman's personality is a composite of her own specific constitutional makeup, her early family influences, and the sum total of her experiences. This does not mean that in an effort to understand her, you should probe deeply into her inner life. In fact, you can upset more than help by such intensive measures. Nor should you feel responsible to "diagnose" and "treat" her. Your role is to listen, to observe, to try to learn the meaning of each individual problem, to impart understanding of it to the woman, and to help her take constructive action, in conformance with the military situation.

If an interview is skillfully handled, many facts pertinent to her problem will be disclosed of themselves. The following general suggestions may be helpful to you in conducting an interview.

#### GUIDE FOR COUNSELING INTERVIEW

1. Listen patiently to the woman's story.

Let her do most of the talking.

Remember that just talking-it-out can bring emotional relief.

2. Do not jump at conclusions.

What she first mentions as the reason for her coming to you may be just the socially accepted cover-up for her real problem. Give her a chance to work up to it.

3. Do not translate her situation into your own personal experience.

"That reminds me . . . "I know just how you feel . . ."

She wants to tell *her* story, not listen to yours.

4. Do not try to impress her with how many similar problems you have handled.

All problems are individual and meaningful to the narrator.

5. Do not minimize her worries, grievances or pains.

No matter how fancied you think them, they are real and important to her.

6. Do not moralize.

She is in need of understanding and help, not a lecture.

7. Be objective.

Take the facts, be objective in their valuation.

If you feel shocked or outraged, examine your own self for emotionally colored biases.

8. Help her think through her problem herself, to see it in its proper perspective.  
Show her how her present reaction may be related to past attitudes.
9. Endeavor to give concise, constructive help.  
Show her that there may be various solutions to a situation; help her to select the best one.  
Make a plan with her.
10. Encourage her to take the first step, get her into action.  
Commend her for some past situation she has handled well.  
Express your confidence in her to deal with this one.  
At the very least, commend her for being willing to come to you for advice.
11. Keep her confidence.  
Make her understand that whatever she tells you will be just between the two of you.

*All behavior has a meaning*, often quite different from what appears on the surface. To understand a problem a woman brings to you and give her an understanding of herself, you must try to discover the reason back of it. As you listen to a woman's story, ask yourself: why is she acting, feeling, thinking as she is? What may her behavior *mean*?

The cause may be physical, intellectual or emotional. Could it be that she is ill or over-tired? Is her job perhaps beyond her capacities? Or does she feel socially or emotionally insecure because of disturbing influences in her home or her own immediate situation?

Here is Private C who insists she cannot do the work assigned her because it is too "tiring."

Investigate the possibility of physical causes by a medical examination. Check with her section chief as to whether her job may be making too little or too great demands on her ability. Consider particularly the emotional factors. As she talks you discover that all her life Private C has been impressed by her mother with the belief that she is a very superior girl—not cut out, like others, to be an "office drone." It becomes obvious that she feels the job "beneath" her. This may be the real reason for her being "tired."

Here is Sergeant A, upset because she has been accepted for OCS. She now feels she has made a "terrible mistake" to have applied. As you listened to her, you mentally consider: what may be back of her conflict? Does she really hate to give up her present work? Or is she perhaps afraid of the promotion?

And here is Private J who blames everyone and everything for her "bad breaks." As she rants, you can see she is trying to cover up her own realized deficiencies by maintaining that all others are out of step.

Sometimes the reason may be less apparent and go farther back into the past. Here is Private L, storming in to demand why she cannot have a weekend pass

tomorrow. She has been gigged twice for being late for bed-check and for appearing with violent red finger nails. Why is it so hard for her to conform? Why does she always assert herself so belligerently? You discover that this aggressiveness is a result of her revolt from the long-standing domination of a restrictive father. Even her enlisting was a gesture of defiance toward him.

When we get at the real reason back of such behavior we usually find that it is an effort on the part of the individual to preserve her self-esteem. Self-esteem is essential for a feeling of personal security. All of us grow up with different values upon which our self-esteem depends. When our individual security is threatened, we try to save face in varying ways. Some of these ways are desirable, some undesirable, both for the individual and the group.

*There are three principal ways of meeting a difficult situation: aggressively, evasively, realistically.* One can meet a problem by fighting it, by running away from it or by trying to solve it.

The aggressive method is to overemphasize the situation, do unnecessary or harmful things about it. Thus, some will talk too much about it, some will get angry, some will blame it on others (as Private J did to bolster up her own insecurity), others will act defiantly (as did Private L), while still others may be officious and bossy in their relationships.

Escaping from a painful situation can range all the way from such mild beginnings as alibiing and putting it off, to completely denying the situation. Giving up trying, not caring, sourgrapes, daydreaming, feigning illness, drinking, going AWOL, all are escapist ways of meeting problems. Thus, complaints of fatigue were Private C's method of escape, while Sergeant A illustrates a desire to avoid added responsibility by hesitating to assume the officer role.

Meeting a difficult situation realistically, on the other hand, is to try to think it through, to attack it from a new angle with increasing effectiveness, to learn from it and make a plan to solve it.

You might describe these three ways to your women as the *Fight—Flight—Right* ways of tackling a problem. Where you recognize unrealistic or over-emotional behavior, point out that the first two ways make for unpopularity and inefficiency and that the right way merits and usually achieves desirable results both for the individual and the group.

Show Private L, for instance, how she is carrying over her aggression against her father to all those in authority. Her object in this aggression was self-assertion. Point out to her that she can assert herself far more constructively and happily in the Army by demonstrating her abilities, by gaining warm friendships, and conforming to military practices than by her rebellious and conspicuous behavior. The realistic way is the adult way of meeting problems.

*Problems of immaturity.* Some of the problems frequently met are due to immaturity. You should be able to recognize and point out the earmarks of immature versus mature behavior.

An adult who reacts in any of the following ways is arrested on a childish or adolescent level:

*Behavior characteristic of childhood.*

- Tantrums.
- Show off.
- Impatience.
- Inability to put off immediate satisfactions for the sake of more distant goals.
- Stubbornness.
- Dawdling
- Self-centeredness.
- Lack of consideration for the feelings or property of others.
- Lack of self-direction.
- Dependence.

*Behavior characteristic of adolescence.*

- Acting conspicuously.
- Resenting authority.
- Stewing about things without doing something about them.
- Touchiness.
- Irresponsibility.
- Impulsiveness.
- “Sure, let’s go” attitude, with no thought of consequences.
- Gushing.
- Tomboyishness.
- Crushes.
- Homesickness.

Wacs are adults with an adult role to play in the Army. Some of the marks of mature behavior which you should encourage are:

- Subordination of self to the group.
- Consideration of others.
- Dependability and responsibility.
- Patience.
- Loyalty.
- Realistic thinking.
- Initiative.
- Emotional balance.
- Heterosexual adjustment.

Point out to the immature girl that her behavior may possibly have gained her ends in childhood but that it can only handicap her and be unwholesome for the group in her present situation. Make her realize the importance of doing an adult job in the Army, and the importance to her personally, for her future happiness, of her acting maturely. What we all want is personal security, but sometimes we go about it in the very way that destroys our chance for it. We all want to get along with people, to have them like us, to be admired, to be included in the group—and the way to this is by mature behavior. People make allowances for impatience or selfishness or show-off in a growing child, but in adulthood we must earn recognition.

It is not easy to change habits formed over years. The immature girl will need your direction and support at first. Help her to take one step at a time; to be less loud, more prompt, more careful of her appearance, more considerate of others. Point out an outstanding leader for her to pattern herself after. If she is unduly homesick, suggest that she write a letter home instead of taking the easiest way of telephoning every night; that she go with others to a picnic, not sit around and mope, feeling sorry for herself; that she join the swimming class. *Get her into action.* Encourage each step of improvement. Give her responsibilities and watch the results. Enlist the help of certain members of your company to draw her into group activities.

Often a girl, who has always been able to get away with childish behavior at home will have a rude but healthy awakening through her experience in the Army.

Private J was bitter in her complaints about the girls in her barracks. "Will you tell me, ma'm, why they always stop talking when I come near, and never ask me along when they go to the movies or to town?"

Her CO had been waiting for just such an opportunity. Had Private J ever considered that she was out just for herself and not the company; that she acted like a self-centered, demanding child who played only if she could set the rules? Here she was, a fine athlete. The first night she went out for basketball practice she got mad, said the girls did not pass the ball to her enough. She never showed up again. The same thing happened with softball. She turned up only once; said she did not like the attitude of the team, that they didn't "accept" her. This was partly true. They resented her trying to run things before she was 5 minutes on the field.

She was flippant and unsoldierly on the job; more interested in her make-up than her work. She had eyes only for the men in her section. She left the other Wacs who worked with her to their own devices.

The CO pressed her point. "Have you ever thought that from the standpoint of education and opportunities you are the outstanding girl in the company? And what have you done? With more to contribute, you have given less than any member of the group."

Private J was dumbfounded. She had never looked at herself in this light. But she wanted to "belong" and was willing to try.

"It will take time to eradicate your first record," the CO said, "But if you are really earnest, it can be done. As a beginning, to prove your good intentions, go out for practice tonight and show you can take it even if they put you at the farthest end of the field and you don't get one ball."

It was not easy. The group did not accept her at first. The CO had to do a little backstage spade work. She took her cadre into her confidence. Together they saw to it that Private J got a break, leavening constructive direction with encouragement.

Private J did not grow up overnight; she had led too long a self-willed, selfish existence, spoiled by adoring, uncritical parents, and getting by on her personality in casual contacts. But she is making progress. Her attitude toward her work has improved; she is learning the meaning of cooperation and subordination.

Where you find that despite your efforts to give a woman understanding of herself and help her to take constructive action, there is no improvement in her behavior, you should refer her to a psychiatrist. Her behavior may be a sign of deeper emotional disturbance or of patterns of such long-standing and complexity as to be beyond your handling.

Two practical problems which may occur in any large group and which, when they do occur, always present difficulties, are drinking and petty thievery. The officer should be aware that there may be serious underlying condition. Nevertheless, some will respond to simple practical measures which she should try before referring the woman. An understanding of some of the mechanisms involved may be helpful to her.

*Drinking.* Your concern as an officer is not with occasional social drinking but rather with the occurrences of conspicuous drinking which affect the efficiency of the individual and reflect on her uniform. On the first occasion you are called upon to deal with a woman under these circumstances, it may be difficult to determine what the use of alcohol represents as an expression of the emotional needs of the particular individual. You must judge: Was the drinking episode perhaps just an accident? Did the girl drink to be a good sport? Did she drink to drown her sorrows or to cover up her own individual insecurities? Did she use alcohol as an escape from a difficult emotional situation?

*Inexperienced drinking.* Where it seems clear that this is a new experience to the woman and that she feels very much debased at having made a spectacle of herself, do not add to her feeling of shame and self-reproach by lecturing her or making her feel like a moral leper. Rather, sustain her, let her feel that such an experience might happen to anyone who is off-guard and does not realize the effect of alcohol upon the system. You know what she feels and that in itself will be a wholesome lesson to her. Realize her anxiety about her loss of status and work out with her ways and means of re-establishing herself in the group.

*Good sport drinking.* You may find that this is a woman who has always felt very insecure and socially ill at ease in group relationships. She may have discovered that one or two drinks will shake her loose from her self-consciousness and that she then feels an accepted member of the group. Show her that this is a false and unreliable basis of acquiring assurance. Help her to develop sound and socially useful means of gaining a feeling of social acceptance. These may range all the way from your personal reassurance to direct suggestions for improving her appearance, ways of developing small talk, and organization of more effective interests to use as social tools in conversation. Point

out to her how conspicuous drinking will prevent promotion, make for unpopularity, and undermine the group achievement.

*"Problem drinking."* You will occasionally find a woman who has recurring drinking episodes which reflect a much more serious personality difficulty. Instances of this sort may be discovered in the woman who tipples constantly, keeping a bottle hidden in the barracks; who, while never becoming conspicuously intoxicated, may grow forgetful and lax in standards, sloppy about dress and detail, careless in completing assignments, and may lie to cover her inadequacies. Other examples are women who go AWOL under the influence of alcohol or who fail to get back to barracks by bed-check or who are picked up in public places in an intoxicated condition.

The officer should be aware that instances of this sort, so often handled as disciplinary problems, actually are signs of serious illness, indicating a deep personality disturbance, and require expert professional handling. Efforts to deal with them on a moral basis will be ineffective. It is not a matter of exerting "willpower." Exhortations such as "Don't you know better than to make a spectacle of yourself?" "Can't you pull yourself together?" or "How can you disgrace your uniform?" are as unfair as they are unavailing. As soon ask a person suffering from a fever or a severe depression to "snap out of it." You must recognize that in none of these instances is it within the power of the individual to cure herself. That is also why disciplinary measures will not result in bringing about a reformation. Such cases are in need of psychiatric help.

In referring such a woman for psychiatric consultation, it is important that you handle the whole matter with understanding and kindness so that she will not look upon the psychiatrist as an authoritative, punishing person. This would set up resistances and make her more apt to lie and be defensive.

Your role in this difficult situation is first, to recognize that you are dealing with an illness; second, by your sympathetic understanding, to get the woman to cooperate with the psychiatrist; and third, where discharge is necessary, to help her accept it without too much loss of face.

*Petty thievery.* Confronted with the disappearance of property, the officer's first efforts should be directed to appealing to the group without threatening, and affecting the quiet return of the stolen articles on the basis of sportsmanship, sentiment and group loyalty. If the articles are not returned or if the incident is repeated, systematic search must be made and the individual, if possible, discovered.

In dealing with the individual, the officer must try to determine the reason back of the stealing—that is, what the theft meant to the woman.

Appropriation of the property of others may represent an unwholesome desire for power whether the property taken is hoarded or spent.

Private Tate was a quiet mouse of a girl, very conscientious about her work—the last person one would have suspected of having taken the sums of money which had been disappearing from time to time. Appre-

hended, it was almost with relief that she confessed to a whole series of small thefts. As her story tumbled out, the CO was easily able to find the motive lying back of her actions.

Private Tate came from a large family of sisters, all much brighter and more attractive than she. She had never received recognition and approval from her parents, not felt "worth-much." She had looked forward to her Army experience but did not know how to relate herself to the group, and so again "felt out of things." Eager to gain approval and acceptance, she had hit upon the idea of sending herself presents of candy or cookies which she passed around with a tall tale. Such "presents" she financed out of her pilfering.

The officer must realize that in a case of this sort, the stealing is not an end in itself but a means of satisfying a deep hunger for recognition. It is a symptom of profound feelings of inferiority. While pointing out the asocial character of the act and its destructive results, the officer must understand the rehabilitation lies in the direction of making the girl feel appreciated. As a means to that end, she should give words of praise and personal notice whenever the slightest opportunity presents itself building around infinitesimal elements at first—and help the girl find more suitable ways of gaining recognition in the group. She must bear in mind that such feelings of insecurity and of being unwanted are derived from early associations and are of such long standing that therefore no miracle change may be accomplished.

Stealing may also be an act of aggression against someone with whom the girl wants to get even as in a case of jealousy. Again, the officer must point out the asocial nature of such motivation and its devastating effect upon the individual, indicating more constructive and acceptable methods of behavior. If such an appeal is not effective and the incident is repeated, there may be deeper unconscious motivation which would indicate referral to the psychiatrist.

Where property is calmly borrowed without a by-your-leave, you are probably dealing with longstanding habits of selfish or irresponsible misappropriation.

Private D had just finished pressing her uniform and had laid it out neatly on her bunk. When she returned from taking a shower, it had disappeared. Nowhere could it be found; no one had seen anyone take it. Suspicion fastened on her barracks mate, Private H, and was confirmed when she was discovered helping herself, on another occasion, to some stockings in the locker of the girl opposite her. Thereafter, whenever any of the girls missed anything, they looked through Private H's barracks bag and reappropriated their belongings. This did not disturb Private H at all; in fact, she could not see "why all the fuss" over helping oneself to something one needed and which the other person could well spare.

Behavior of this sort might imply a degree of immaturity and be an indication that the individual has remained arrested on the level of the small child who has not yet learned to differentiate between thine and mine. She must be

helped to see that an appreciation of the rights and privileges of others is necessary for successful adaptation to communal living. Where her "taking ways" are deeply ingrained and she does not learn from her experience, the individual should be referred to the psychiatrist.

Where there is a constantly shifting and fantastic story of the disappearance of property, it is also a case for the psychiatrist.

Private C informed the first sergeant, in great excitement, that \$25 was missing from her locker. She had not wanted to wake up the others, but she had seen someone prowling around at night, tampering with her locker. Before the sergeant could report the matter, Private C had accosted the CO, this time changing the amount to \$50 which she said she had hidden under her mattress. In the meantime, she made threats against the whole squadroom, stating that unless they made good her loss she would get them all into trouble.

Reactions of this sort indicate without any doubt a serious instability with deeper roots of causation than one could hope to adjust at a company command level.

In referring a woman for clinical consultation, the officer should strive to make her see the psychiatrist as an extension of herself—as a friendly, understanding person to whom she may freely talk herself out and who will try to help her with her problem.

*A list of some of the conditions which should be considered for psychiatric advice* may be helpful to the officer:

Conditions of long standing.

Conditions that do not improve despite your efforts.

Conditions that are so deep-seated that you cannot seem to get at their roots.

Conditions that are beyond your understanding.

Marked changes in personality, behavior, or appearance.

(A lively girl becomes suddenly withdrawn; a hitherto quiet girl becomes loud and accusatory; a girl whose appearance and conduct is exemplary becomes careless in her dress or in carrying out orders; marked loss of weight, etc.)

General apathy, depression, bitterness, surliness, cynical attitude, marked irritability, "flying off the handle," etc.

#### *Specific symptoms:*

Sleep walking.

Convulsions.

Persistent insomnia.

Inconsolable and persistent homesickness.

Repeated drinking episodes.

Marked mood swings.

Extreme suspiciousness (reading personal meanings into every situation, feeling that people talk about you).

Unreasonable tall tales.

Unmotivated talking.

Chronic sick-call.

Repeated taking of property.

Repeated AWOL.

Personal problems have a way of gnawing at personal efficiency. They interfere with individual morale. The morale of the whole unit is the composite spirit of the individuals who make it up. Group morale may be seriously affected by two or three individual problems, or problem individuals, as the case may be. On the other hand, under competent leadership, pride of unit may prove to be the decisive factor in rallying all its members to self-discipline for the strength of the Corps.

### 3. WOMEN IN UNIFORM

The woman in uniform in the military setting is often doing a man's work. Yet she must constantly remember that her effectiveness is going to be decreased if she tries to imitate the man or if she trades on her sex. She must remain feminine in her personality; be military in the performance of her duty. She should not be afraid to accept gracefully the courtesies which American men naturally accord to women; but on the other hand, she should not expect special privileges or take them for granted.

The woman in uniform is on an equal footing with men, but *equal* does not mean *alike*. Especially in regard to sex conduct, social standards are more exacting for women, the physical hazards greater. In the military setting, women, as a minority group, are under even closer scrutiny than normally. Although some may feel that they should be able to exercise a man's freedom in their conduct, they must bear in mind that they are in the Army to do a job, and not to settle an old social problem.

One of your responsibilities as an officer is to teach and encourage high moral standards in your troops. For this, you must yourself exemplify them. Your influence can go far to replace the social checks and safeguards of the home and community, which have been temporarily withdrawn. While most women will carry wholesome family standards with them into the service, some will be glad to be free from the restraints of the home. Others will be swayed by wartime emotionalism. Some will receive more attention from men than they ever had before, and their heads may be turned by it. Still others may be lonely or unhappy and misled into unwholesome relationships that will offer temporary security and affection. To all these you must provide the steady support of your example and be prepared to give objective, sympathetic and practical counsel.

Sex hygiene problems have not offered serious difficulties in the Women's Army Corps, but they are an ever-present problem in any large group. Their direction is made difficult by the confusion of social and personal attitudes in this sphere of human relationships. The liberation from Victorian prudery has not been accompanied by a correspondingly clear and accepted code of conduct.

Sex is an area of human expression that is too often still thought of as conduct to be judged rather than behavior to be interpreted.

Knowledge is the first requisite for a healthy attitude toward sex and for an understanding of the social implications of sex conduct. There is probably no realm of human activity in which lack of information or misinformation is more likely to lead to feelings of guilt or uncertainty and serious health hazards. This is true of men, and to an ever greater extent of women. Through straightforward, scientific education it is possible to eradicate many problems and questions which tend to undermine the general well-being, and therefore the efficiency of the individual. Hence the Army provides sex instruction to every woman in the corps, giving her, by means of lectures\* and films, a knowledge of her body mechanism, of the pathology of the reproductive system, and of the nature of various sex relationships.

It is one thing to know the facts and another to master them emotionally. Factual information will inevitably be colored by the degree of maturity of the individual and by her personal experiences. This applies to officers and enlisted women alike. For an officer to give helpful, objective guidance, she must understand the role played by emotional conditioning in the sex adjustment both of herself and her women.

One of the marks of maturity is the ability to get along comfortably with members of the opposite sex and to work out a personally satisfying and socially acceptable compromise between biological urges and the restrictions imposed by our culture. Such maturity is not achieved suddenly on arrival at womanhood, but is the result of gradual growth, beginning in earliest childhood. It is best developed in a home that simultaneously supports and weans, where the parents themselves provide an example of happy married love and give their children the security of their affection, with ever increasing opportunities for independent experience.

The normal course of sexual development is for a child to progress from infantile absorption in herself to a real affectional relationship to both parents; thence, to an absorbing interest in friends of her own sex; this, in turn, giving way to increasing interest in the opposite sex, culminating in mature love for a life-partner.

Where the home does not permit such normal development, a woman may remain arrested at an immature level. If, in her early training, she has learned to associate sex with embarrassment, shame or guilt, it may be difficult for her to develop a natural, wholesome attitude toward the important and constructive part of sex in life. If she has been brought up to feel that the world turns about her, she may never outgrow her childish preoccupation with herself, but remain on a self-centered level, incapable of unselfish devotion to others. If her parents

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\* War Department Pamphlet 35-1 outlines the Sex Hygiene course for officers and officer candidates. The present section presupposes your familiarity with this excellent and comprehensive treatment of the subject.

have too long constituted her whole world, she may be unable to shift her emotional interest to others. If she has been reared too strictly, or has been over-dominated in the choice of her friends, or if her parents have not given her enough love or feeling of belonging, she may give in passively, rejecting all men, or on the other hand, rebel and over-react in her sex conduct.

Recognize in the women in your command, how unwholesome early influences and unfortunate upbringing may result in various types of maladjustment. A knowledge of the background of such behavior will make you more tolerant and understanding. In every case that comes before you, ask yourself: What may be the reason for this woman's behavior?

Here, for instance, is an otherwise competent and mature woman who makes a fool of herself over every man she meets, conspicuously demanding masculine attention; another, known as a "teaser," who, in her acceptance of petting, actively arouses sex feelings in her partner, regardless of the unfairness of such behavior and the possibility of danger to herself; a third, who seeks constant gratification without regard to loyalties, conventions, or consequences to herself or others.

What is back of such behavior? It may be, as in the case of Private Jennings, that an over-protective mother is at the root of her difficulties:

Private Jennings obviously came from a nice home. She always spoke highly of her mother. It seemed incredible that she should have gotten herself into one compromising situation after another, picking her "boy friends" with such poor judgment. In many ways she was still very adolescent in her attitude. In talking to her, her CO soon learned that all her life her mother had made every decision for her, selected not only her clothes but her companions, kept her cloistered at home without any opportunities for wholesome social activities. Joining the WAC was her first independent action.

Is it any wonder that Private Jennings has no yardstick for life and now has her "fling" in her first taste of freedom? Children must have experiences of their own as they grow up if they are to learn their way among people and be able to evaluate their behavior.

Or it may be, as in the case of Private Lowe, that you are dealing with a girl who has been starved for affection or approbation all her life. You may learn that her mother never really accepted her; that she always wanted a male child, and did not hesitate openly to say so. Or, as in the case of Private Lee, you may find that her father was cold and overbearing, never showing his daughter any understanding. Or perhaps her parents held such high hopes for her that she could never measure up to them; or were so overcritical and fault-finding that she never developed a feeling of personal worth. Children need to grow up in a warm atmosphere of love, to feel the security of being wanted and accepted for themselves as they are. Is it any wonder that as adults these women

should have such a need for response and appreciation from others that they play for attention at any cost?

Or take Corporal West. On talking to her you find that a sadistic, alcoholic father has given her a low ideal of the male sex. Isn't it understandable that she holds all men cheaply and "runs around" with any who come along, without any feelings of personal loyalty or self-value?

It is important for the officer to realize the psychological and physiological dangers in these types of conduct in order to help each woman to gain a perspective on her problem. Again, as stressed in the last section, it is neither necessary nor desirable to probe deeply with intensive questioning. Much of the background of the problem will become evident in the process of discussing it, objectively and sympathetically, with the individual.

The talking out of her problem with an understanding person in whom she has confidence and who does not sit in judgment on her, will often provide the woman with needed emotional release. Even when outwardly bold in her attitude, the chances are she is filled with conflicts of worry and feelings of guilt, and is unhappy for fear that by her actions she has put herself out of the group.

Recognize her basic insecurity; her need to feel worthwhile, to count and to belong. Convince her that she has an important place in the group, and that you are vitally interested in her as a person. Help her to find affection and approval in more legitimate ways.

Discuss with her frankly the subject of continence, as a matter of interest and social importance, not as a personal problem. Help her to see that a relationship based on gratification alone is emotionally unsatisfying. Explain to her the fallacy of the too often expressed theory that sexual experience is necessary for physical and mental well being: Show her that it is not a mark of sophistication, but rather of immaturity. Emphasize to her that as a member of the WAC she has a moral responsibility not only to herself but to her uniform. While her private life is her own concern, her behavior becomes the concern of the Army when it is conspicuous or affects her efficiency.

Where alcohol is part of her problem, point out how it lowers inhibitions and how too much drink, plus the urges of the opposite sex, may prove dynamite and have entirely unintended consequences. Make clear the relation of drinking to sex conduct. Explain to her that alcohol shuts off the critical faculties and leaves the emotions in control of behavior. Be sure she understands that everyone has a different level of tolerance to alcohol. The unaccustomed drinker must be particularly wary. Sometimes just one drink, plus the urging of the opposite sex, may result in behavior entirely inconsistent with the woman's usual standards.

Work out with her a more constructive way of acting. Urge her to take more active part in the social life of the company; to seek companions worthy of herself. Realizing the great value of draining off energies in all kinds of hard work and sports, try to get her to go in for athletics and active exercise.

Wholesome adjustments through work and recreation, and the subordination of selfish and sensuous conduct, make for self-discipline of the individual and strength in the group.

The girl who in childhood has not been able to shift her interest from her own to the opposite sex, and so has become, potentially or in reality, adjusted at a homosexual level, presents a different problem. She may be a girl whose mother, because of her own domestic difficulties, ran down all men and held before her daughter an ever-present example of marriage as something to be shunned, or she may be a girl whose father, by his bad temper or sex irregularities, turned her against the male.

On the other hand, hero-worship of the father may also result in shutting a girl off from normal interest in other men. Sometimes a father, flattered by the adoration of his small daughter, will make a too constant companion of her as she grows up. He fails to realize that in setting an ideal to which no other man can measure up, he may make marriage difficult or impossible for his daughter, and often throw her back on feminine companionship. Private Jordan was such a case.

Private Jordan came to her CO very much upset because she had learned that there was talk about her friendship with another girl. The interview revealed that she had never gone out much with young people, never had a "boy friend." She had not wanted any, she said, because "father and I were such pals we did everything together." He was overseas now, so she was doing her part as a soldier.

Isn't it understandable that Private Jordan should have turned for companionship to another girl—an athletic, outdoor type like herself, with interests similar to her own—who "wasn't silly like the rest, with all their talk of 'dates' "?

Intimate friendships frequently arise in segregated groups and should not be considered as necessarily unwholesome. It is natural for women to be drawn together and find comfort and stimulation in each other's company in an environment as far removed from their normal life as the Army. Some of the finest companionships are formed in working for a common cause. The lonesome woman, especially before she gets the group feeling, may gravitate to another lonesome woman, seeking a perfectly natural avenue to security. Or two young girls, who have not grown up and feel lost in the Army, may develop an adolescent crush.

The question confronting the officer when gossip arises over such a relationship is whether there is involved just a close friendship or an unwholesome attachment. In considering this problem, it is important that her own thinking is completely free from the bogeyism which, through general ignorance of the subject, attaches to the term "homosexuality." She must bear in mind that in all human beings there is some of the male and some of the female, that no

one is without some homosexual components, and that there is a wide range of normalcy. The problem then, is not homosexuality as such, but the *degree* to which it is manifesting itself in an individual. The officer's two criteria should be: does the relationship affect the physical or mental health of the woman, and hence her efficiency? Does it, by its conspicuousness, affect the morale of the group and the reputation of the Corps?

In dealing with the individual, your safest and fairest approach is on the basis of conspicuousness. It is practically impossible to establish proof of overt homosexual activity. Direct questioning can be emotionally injurious and will usually get you nowhere except into a mess of denials and resistances. The one tangible evidence you have to work on is that the woman has been making herself conspicuous. That is a fact that you *know*. Instead of trying to establish the nature of her relations, say to her, "You are getting yourself talked about" and handle the situation from that angle.

Explain to her that since we live in society, we have to adapt ourselves to certain established social practices in our relationship to others; that where one friendship absorbs two people to the exclusion of all others—where they are always doing things only by two and never seem to want to admit outsiders into their sorority of two—their conduct becomes conspicuous. This is especially true where women live closely together and their behavior is therefore under greater observation. Point out further the desirability of wide social contacts for mental health and personal development.

Often the homosexual impulse which is in so many of us expresses itself when there are insufficient outlets for more normal affection. A lonely woman, in trying to find satisfying relationship with another human being, may form a too close attachment. What her situation reveals is a need for affection. Wherever you find a tight friendship, consider how lonely one or both of the individuals may have been. Try to turn their affectionate energy into more constructive channels. Help to satisfy their need for affection by giving them your warm personal attention and drawing them into the group.

Sometimes a close attachment is a hangover from adolescence. A child growing up through adolescence shows evident bisexual traits. In girls they often appear in conflict in the form of crushes or deep emotional attachments to a particular adult who symbolizes a concrete pattern for hero worship and for the anchorage of ideals. A girl who has not outgrown this stage, may develop an embarrassing devotion to her commanding officer. Such a situation must be handled with the utmost tact and understanding, and the emotions gently transferred to other channels. Where two immature girls form a close friendship, it may take the form of a school girl crush. This, too, must be gently dissolved. The officer must be aware that she is dealing with a situation in which the two concerned are liable to feel that theirs is a relationship on such a high plane that no outsider could possibly be capable of understanding it.

Any attempt, therefore, to break it up abruptly or any implication that there is anything "wrong" in it, will be hotly resented.

Mary and Jane were two homesick girls until they "found" each other. They would walk arm in arm together, were inseparable companions. Twice they crept into bed together—this, in a barracks filled with 30 girls. Immediately, gossip started about them. The officer took it up with both girls. "Do you realize that you are acting like high school kids and not like grown women?" She discussed with them the whole subject of friendship and the desirability of moderation in any relationship. Real friendship, she said, rests not upon exclusive possession but on mutual interest in each other's happiness. She advised them to join the others more, to have fun together as part of the group.

No reference was made to homosexuality and none needed to be. Such wholesome advice and help resulted in a successful integration in the group.

It is the responsibility of the officer to deal promptly and factually with rumors, not only for their potentially devastating effect upon the individual, but also to prevent their serious effect upon group morale. In tracking the rumor down you may find the real problem is not the person talked about but the one who has started the gossip. An individual who is trying to suppress an unwholesome interest in sex, is apt to read distorted meanings into the normal behavior of others. Early conditioning which leaves a person repelled by sex may make her severe in interpreting other people's conduct in order to vaunt her own "purity." Morbid preoccupation with the "evils" of sex is often the origin of gossip and many times accounts for the ready acceptance of slanderous stories.

Rumor got started about Sergeant Knight. It reached the ears of Sergeant Knight herself. She was naturally upset but she was a sensible stable girl and went right to the CO about it. The CO checked up on her story, then called in members of the company to try to get at the base of it. Sergeant Knight had only recently joined the company and it occurred to the CO that as she came in with rating over the others, it might be a case of jealousy. She felt quite sure that there was nothing to the rumor.

Step by step the CO tracked the rumor down tracing it in each instance to one girl, Private Burton. Private Burton had noticed that the girl who bunked next to Sergeant Knight the first night had moved down to the other end of the room the next morning. Sergeant Knight had an undeniably boyish haircut. Immediately, Private Burton jumped to conclusions. Not long after, another girl received flowers on Valentine's day with a card "Love from Bud." Private Burton heard her exclaim: "Who could that be? Again Private Burton jumped to conclusions. In each case there was a logical explanation. The first girl had moved to another bunk because she was too close to the stove and had wanted to get nearer ventilation. The card with the flowers should have read "Love from Bob"; they had been ordered by an oversea boy-friend. The CO called Private Burton in. "Can't you see what an unfair thing you did?" she asked. "Let us turn the tables. You stayed in town the

other night overnight. You know and I know that that was perfectly all right. But someone could have made something of it, now couldn't they? Think how you would have felt."

Where a conspicuous friendship continues to the exclusion of other social contacts; or where it is dissolved to the great emotional disturbance of one or both of the partners, refer the individuals to the psychiatrist. So also refer all those where there is a definite reason for belief that active homosexuality is involved—as through the evidence of letters and personal testimony.

In some cases, a transfer may be helpful. A new environment or a new job may break up the psychological pattern and open opportunity for broader interests.

Consider discharge from the Army only as a last resort. Do all you can to remedy the situation and be sure you have conclusive proof that drastic steps are necessary before you make a move toward this ultimate solution.

The effectiveness of your counselling in this most intimate sphere of human relations, will depend upon the maturity of your own sexual adjustment. Officers, no less than enlisted women, are the products of their upbringing.

Realize how your own early conditioning may affect the objectivity with which you approach the problems of others. The first rule in helping others is to know yourself. It is not easy to go against attitudes so deeply ingrained that we have to consider them as "right" just by the very fact of always having held them. We all have our biases, our "instinctive" reactions as to what is "proper," "disgusting," or "outrageous." We cannot do much about them as adults, but we can be aware of them and strive for an open mind. When you find yourself reacting very emotionally to a situation, it is a warning that it has struck a personal chord in you and should make you stop and take stock of yourself. Remember that your own code of behavior is not necessarily the right measurement for someone else.

Again, it may be that your early experiences have caused you to feel so self-conscious about the whole subject of sex, that you will find it difficult to counsel others in a natural, wholesome manner. You should in that case feel free to turn these problems over to someone else. Should such inhibitions prevent you from establishing comfortable adult relations with either men or women, do not yourself hesitate to go for psychiatric advice and help.

For your own development in life, for your own ability to achieve military leadership, and for the help you can give to others needing it, the importance of the understanding of sex and the wholesome adjustment of it, is both one of the greatest responsibilities and opportunities of your career as an officer.

*In summary:* The officer must set at all times a good example in sex behavior. She must be understanding and not moralistic in giving advice. She must carefully investigate and evaluate rumors affecting the reputation of the individual and the Corps. She must be able to teach the principles of moderation and efficiency and their relation to adjustment to both sexes. She must be prepared to emphasize the important and constructive role of the well adjusted woman in the military picture.

## SECTION IV

# THE STAFF AND OPERATIONAL OFFICER

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*Leadership is important in every job.* There is no job which does not involve relations with people. Even a "paper" job requires association with people, is lubricated by the ability to work harmoniously with others, and calls for leadership. Much that has been said in the foregoing chapters about the responsibilities of company commanders applies equally to WAC officers in operational and staff jobs.

Your responsibilities in these positions are not confined to your assignments. Though you may have little or no direct supervision of WAC personnel, you are nevertheless WAC officers and, as such, representative of the Corps, with a responsibility toward the enlisted women.

*You are still WAC officers.* In your situation, functioning in the same capacities as male officers, not connected with WAC administration, it is perhaps natural that you should come to consider yourselves somewhat apart, to lose a sense of belonging to a unit; that you should feel that your behavior is your own affair and that after 5:00 p.m. you are private individuals.

You are WAC officers 24 hours a day. In the eyes of the enlisted women—in your office, on social occasions, in public, wherever you may be observed by them—you are *their* officers, the models they consciously or unconsciously follow. Hence the importance of your appearance and conduct at all times. Again and again a company commander, exhorting her command about military manners or appearance—for instance, about "hair above the collar"—will be chagrined on the come-back: "But Captain L in our section doesn't wear hers like that."

From the public relations standpoint also, as you walk down the street, as you enter a restaurant, as you board a train, you are not just any Army officer, but a *WAC* officer, a woman in uniform, and therefore more conspicuous.

Colonel Hobby, speaking at a conference attended by staff officers, unit commanders and operational officers of all kinds, stresses this thought:

"Whether you are with troops or whether you are on a staff or operational job, you are officers of the Women's Army Corps, and, as such, there should be that adherence to the standards and traditions that all unit commanders must observe. It is often very easy for those of us in staff work or on operational jobs to forget the great place the enlisted women hold in the Corps. Our realization of the contribution they are making is as much a part of leadership as if these members were under our command."

I should consider it very unfortunate if any one of us should ever forget that the only reason for our existence as officers is the Women's

Army Corps—and that the Women's Army Corps is its enlisted personnel. I should consider it very unfortunate if any one of us should ever forget that our first obligation is to observe the standards and traditions that all officers of the Army of the United States should observe.

The value of our Corps in the Army lies in the value of the work performed by the enlisted women and operational officers. That work can be best performed and the mission of our Corps truly fulfilled if the officers who administer the Corps ~~perform~~ their duties in a superior manner."

As staff and operational officers, you will be placed in situations where you may have to assume leadership in many ways. Whatever your job, you will constantly find yourself called on to participate directly in WAC affairs. You may be asked to represent the Corps at public functions, to sit on officer candidate boards, on section VIII boards, on reclassification boards. You may, from time to time, be drawn into handling individual problems. Your job may be in no way connected with that of the enlisted woman typing across the room, but when she suddenly becomes ill or upset, or her work becomes inaccurate, your commanding officer or section chief may turn to you as a WAC officer and a woman to talk to her. True, this is the responsibility of her company commander, but she is not there, and you are. You cannot very well refuse, either out of human considerations or duty. Your successful handling of the problem will depend on the respect and confidence the woman has previously formed for you, on your understanding of her situation, and on your consideration of her commanding officer's function. Care must be taken not to usurp the command prerogative, but to build *through* the commanding officer by referring the woman to her for further guidance. Sometimes it may happen, where a company commander is lacking in leadership that enlisted women in your section may tend to rely on you for the guidance and counsel ideally supplied by the commanding officer. This is a ticklish situation, requiring tact and good judgment. You must then walk a tight rope between your recognition of the company officer's authority and your concern for the Wacs who turn to you for advice.

There is another tight rope you must walk. You must distinguish between command function and your personal responsibility as an officer to the Corps. Even a ranking officer, in an operational or staff job, cannot give orders to a company commander. This principle is sometimes violated by eager officers coming direct from the training center, full of "What's GI" and "SOP," who are shocked to find things often quite different in the field. Sometimes these differences are due to let-down, but often they are compromises worked out realistically under the circumstances. Wait and try to understand the whole picture. It is not the province of the operational officer to interfere, nor even to prejudge. In some instances, well-meaning but tactless comments have

been a thorn in the side of company officers struggling to make the best of a difficult situation.

On the other hand, you have a responsibility to step in if an officer conducts herself in an unseemly manner, causing unfavorable public comment. Then it devolves on you to talk to her and, if the condition continues, to take it up through channels for appropriate action.

*Responsibility for integration of the WAC.* Leadership is essential in operational and staff jobs, not only because of the example the officer sets the enlisted woman, her responsibility for public relations, and the ever-present possibility that she may be transferred to company work, but for another and most important reason; her relations to the male officers with whom and through whom she must work and to whom she must represent the Corps.

Particularly those of you holding staff positions have a great opportunity here for liaison between the Women's Army Corps and the male components of the Army. You interpret the Women's Army Corps to the men of the Army. The Army pattern was designed for men and much as we would like to fit ourselves into it, this cannot be done without some readjustments. The Army is quick to appreciate this when it is tactfully explained.

The Women's Army Corps has truly become a part of the Army. Officers are enthusiastic in their acknowledgment of the job Wacs are doing. Still, there will always be new difficulties to be ironed out. To get the men's cooperation, try to see each problem from their viewpoint. As practical psychologists, recognize the feeling of men over your entrance in a field traditionally masculine. Make allowance for the Old Guard, who still shrink from feminine unmentionables on the military laundry line; for the misanthropes who project their frustration on all women; for the men who resent the fact that a woman earned as much as they in civilian life; for the retreads who resent your energy and vitality; and for the empire-builders whose idea of prestige is to build up a large organization.

They are fortunately in the minority, so take them in your stride. Be tolerant of them; put them down to experience. Keep your sense of humor. You cannot buck them belligerently. Cultivate an attitude of give-and-take; avoid making issues. Most friction comes from personality clashes. There is a point where you must stand up for your rights, but put that moment off as long as possible. WAC officers in tight spots have again and again won out with patience and by sheer force of personality. On the other hand, one tactless WAC officer can ruin the chances of all Wacs on a post. A conciliatory word here, a bit of flattery there, is a proven recipe in a good cause.

*Necessity for adjustment.* Complete identification with your commanding officer is essential for success in a staff job. As a staff officer your first responsibility is to be intelligently loyal to the policies of your chief. You must study him and learn him—his views, wishes, moods. You must know him so well that you can act for him, knowing exactly what he would do under

the circumstances. No matter what your opinions or feelings, you must act as *he* would. In fact, it is the part of wisdom to adapt yourself to the male officers even where you outrank them, not only because of their often superior experience, but because men still have not become completely accustomed to women in positions of authority. Whatever your personal reaction to this, the war is no time to settle feminist battles.

Assignment to a staff or operational job, often calls for considerable adjustment. Such adjustment is possible only if you approach your new job with a willingness to listen, observe and learn and a humility that forestalls disappointment.

Be patient with yourself. Don't take your job too hard. Don't feel you must know everything the first day. It is natural that women officers should feel on the spot and under critical observation. But remember, a male officer is also often in a daze when he first enters an assignment. Even officers who have been long in a job may not understand it all, so don't let the complexity of new terminology or new procedures stampede you.

Be patient with your job. Be quietly observant. Frankly ask the help of your associates and seniors, appeal to their superior experience. There is nothing shameful about utilizing the knowledge of subordinates. Be receptive to advice, and the doors of cooperation will swing open for you. Nothing is more irritating than the officer who breezes into a job as though there were nothing to it.

Be aware of the importance of your position. Realize, if you have come from a command job, that you are now in a situation where your decisions may affect a far larger number of people than one company. Your physical remoteness from troops has actually increased your responsibility to them, and has placed in your control a far larger group than your rank would entitle you to command as a line officer. You must therefore be very sure you are right; you must know exactly what you are doing. Do not be panicked by your responsibilities, but make every effort to learn, at the earliest possible moment, what the score is. For the Army cannot wait beyond a reasonable time. After you have been long enough in a job to understand the situation involved, you must be willing and able to assume the responsibility of making decisions.

Approach your job with an open mind. Do not let your viewpoint be colored by a segment of local experience. You may have to shed attitudes and ways of dealing with situations which were proper under other conditions but which do not apply in your new job. It is essential that you adjust yourself to the overall picture, not let yourself be affected by the way things happened or were accomplished elsewhere.

Be prepared to accept the change of status which comes with assignment to a staff or operational job. Your new job may bring you greater prestige but less actual authority than previous assignments. You may, for example, have been transferred from a position where people came to you for all the answers, no

matter what size their questions. Now you are in a situation where no one asks you for your decision, and you follow the plans and policies laid down by others.

Or the reverse may be true. If you came from a job where you, personally, represented the commanding general, you are accustomed to being accepted with all the respect accruing to his office. You may now find yourself in a position where you have more actual authority but are accorded only the attention due your rank and assignment.

Whatever the changes required by the new situation, be prepared to make them with as little effort as possible, realizing that yours is the problem faced continually in a fast-moving, ever-changing scene.

*Never before in this country have women been afforded a like privilege and opportunity.* It is difficult fully to appreciate the magnitude of the responsibility which is placed upon you when considered in terms of wartime production of officers. In peacetime, soldiering is a profession. Male officers are chosen for ability, quality and capacity. Even after being chosen, these potential officers are made to prove themselves through four exacting years of study and close scrutiny. The male officers who are finally commissioned are the male officers who have set the standards of the United States Army—the standards to which WAC officers as replacements must measure up.

It is therefore incumbent upon you as operational and staff officers carefully to watch the quality of your work and your deportment, that you may prove yourselves worthy of the training you have acquired at government cost and the trust vested in you. Upon your performance depends the success of the WAC as replacements for male officers. You have the opportunity; you must appreciate the responsibility. Yours is the great challenge to make good for all women the man-to-man basis on which the Army has accepted you.

## SECTION V

### CHECK LIST OF LEADERSHIP PRACTICES

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Yes      No

*How well do you know your personnel?*

1. Do you know the name of every woman in your company . . . . .
2. Do you make a point of interviewing each woman as soon as possible? . . . . .
3. Do you spend enough time visiting your personnel on the job to know what each is doing? . . . . .

*What attitude do you express toward the enlisted women?*

1. Do you greet them pleasantly and by name when you meet them? . . . . .
2. Do you try to make them feel comfortable around you? . . . . .
3. Do you make it easy for them to see you about their personal problems? . . . . .
4. Do you treat them like intelligent adults? . . . . .
5. Do you show your confidence in them by letting them take responsibility? . . . . .
6. Are you careful not to supervise their duties too minutely? . . . . .
7. Do you listen to their suggestions and accept their good ideas? . . . . .
8. Do you let them know by your words and actions that their welfare is your first concern? . . . . .
9. Do you give them evidence of your interest in them in little personal ways? . . . . .
10. Do you let them know where they stand and what they may expect? . . . . .

*How actively do you look after the welfare of your company?*

1. Do you know a regular system of passes and furloughs so that each woman gets her fair share and can make plans in advance? . . . . .
2. Do you grant these gladly and without condescension or grudging approval? . . . . .
3. Do you eat with your women in their mess often enough so you know that their food is well prepared and served? . . . . .
4. Do you visit your women when they are ill in the hospital? . . . . .
5. Are you careful not to overstress trivialities when they make inspections . . . . .

Yes No

6. Are you careful not to intrude on their privacy in their barracks or Day Room? . . . . .
7. Do you keep an eye open for things your women need and do all you can to get them for them? . . . . .
8. Do you take special pains to make newcomers feel at home in the group? . . . . .

*What do you do to develop pride and self-respect in every individual?*

1. Do you compliment a woman when she has done a particularly good job? . . . . .
2. Do you comment on effort and improvement? . . . . .
3. Do you let your company know you recognize it when they perform well? . . . . .
4. Do you look for special skills and talents in your company and try to find ways to use them? . . . . .
5. Do you let your company know on every occasion that you think they are a grand outfit and real soldiers? . . . . .

*How do you give promotion?*

1. Do you know your women well enough to know which should be promoted? . . . . .
2. Do you base promotions on certain qualifications and let your women know what they are? . . . . .
3. Do you discourage cliques and apple polishing? . . . . .

*Do you establish a sound basis for discipline?*

1. Do you establish a reasonable set of rules, which are recognized as important and necessary? . . . . .
2. Do you keep unimportant and unnecessary orders to a minimum so your women have respect for the orders you give? . . . . .
3. Do you explain the purpose behind orders whenever possible? . . . . .
4. Are you firm about seeing to it that rules are complied with? . . . . .
5. Do you clearly define your position to the women so they not only know what you expect of them but also what they can expect of you? . . . . .
6. Are you careful not to make promises which you are not positive you can fulfill? . . . . .
7. Do you always back up your women when they are carrying out your orders? . . . . .

	Yes	No
8. Do you give individual punishment for individual offenses and not make the whole company suffer for the misdeeds of one or two? . . . . .	—	—
9. Do you avoid calling women down in front of others, particularly when the offender is a noncom? . . . . .	—	—
10. Do you treat an offender with understanding and not break her self-respect? . . . . .	—	—
11. Do you always keep your word when you say you are going to use restrictions? . . . . .	—	—
12. Do you make your penalties sufficiently severe so as to discourage an act, but not out of all proportion to the offense? . . . . .	—	—
13. Do you make it a point to see that an offender who has cleaned her slate thereafter gets an even break with the other women? . . . . .	—	—

*Do you build pride in outfit?*

1. Do you try to figure out some goals which the women can achieve and improve on so that they have some specific things to work for and be proud of? . . . . .
2. Do you encourage unit activities of which the women take charge themselves, such as socials, picnics, athletic teams, etc.? . . . . .
3. Do you take every opportunity to let your women know how proud you are of the outfit, and give them your reasons why? . . . . .
4. Do you pass commendation of higher command on down to your women? . . . . .

*Do you give your women a sense of the importance of their work?*

1. Do you bring the war close to your women on every possible occasion? . . . . .
2. Do you stress the importance of the mission of the WAC? . . . . .
3. Do you try to show each woman individually how her job fits into the total picture and why it is important to winning the war? . . . . .
4. Do you make the record of accomplishment on the job the main basis for praise and rewards? . . . . .
5. Do you give particular attention to women doing routine jobs? . . . . .

